

Educational Opinion

An Educational  
Review of Reviews.

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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

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For the Week Ending April 27

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## The Situation as Regards the Course of Study.\*

By PROFESSOR JOHN DEWEY, University of Chicago.

(Continued from last week.)

Let us study this contradiction somewhat more intimately, taking up one by one some of its constituent elements. On the side of the machinery of school work I mention first the number of children in a room. This runs in the graded schools of our country anywhere from thirty-five to sixty. This can hardly be said to be an ideal condition even from the standpoint of uniform progress in reading, writing, and arithmetic, and the symbols of geography and history; but it certainly is indefinitely better adapted to securing these results than that of the symmetrical and complete development of all the powers, physical, mental, moral, esthetic, of each individual child out of the entire fifty. From the standpoint of the latter aim, the discrepancy is so great that the situation becomes either ridiculous or tragic. Under such circumstances how do we have the face to continue to speak at all of the complete development of the individual as the supreme end of educational effort? Excepting here and there with the genius who seems to rise above all conditions, the school environment and machinery almost compels the more mechanical features of school work to lord it over the more vital aims.

We get the same result when we consider not the number of children in a given grade, but the arrangement of grades. The distribution into separate years, each with its own distinctive and definite amount of ground to be covered, the assignment of one and only one teacher to a grade, the confinement of the same teacher to the same grade year by year, save as she is "promoted" to a higher grade, introduces an isolation which is fatal, I will not say to good work, but to the effective domination of the ideal of continuous development of character and personal powers. The unity and wholeness of the child's development can be realized only in a corresponding unity and continuity of school conditions. Anything that breaks the latter up into fractions, into isolated parts, must have the same influence upon the educative growth of the child.

It may, however, be admitted that these conditions while highly important as regards the aims of education have little or nothing to do with the course of study—with the subject-matter of instruction. But a little reflection will show that the material of study is profoundly affected. The conditions which compel the children to be dealt with *en masse*, which compel them to be led in flocks, if not in hordes, makes it necessary to give the stress of attention to those studies in which some sort of definite result can be most successfully attained, without much appeal to individual initiative, judgment or inquiry. Almost of necessity, it compels attention to the newer studies whose value is dependent upon personal appropriation, assimilation and expression, to be incidental and superficial. The results with the latter are naturally then often so unsatisfactory that they are held responsible for the evil consequences; we fail to trace the matter back to the conditions which control the result reached. Upon the whole it is testimony to the vitality of these studies that in such a situation the results are not worse than they actually are.

Unless the teacher has opportunity and occasion to study the educative process as a whole, not as divided into eight or twelve or sixteen parts, it is impossible to see how the teacher can deal effectively with the problem of the complete development of the child. The restriction of outlook to one limited year of the child's growth will inevitably tend in one of two directions; either the teacher's work becomes mechanical, because practically limited to covering the work assigned for the year, irrespective of its nutritive value in the child's growth; or else less local and transitive phases of the child's development are seized upon—phases which too often go by the name of the interests of the child—and these are exaggerated out of all due bounds. Since the newer studies give most help in making this excessive and sensational appeal, these studies are held responsible for the evils that subsequently show themselves. As a matter of fact, the cause of the difficulty lies in the isolation and restriction of the work of the teacher which practically forbids her considering the significance of art, music, and nature study in the light of continuity and completeness of growth.

This unity and completeness must, however, be cared for somehow. Since not looked out for on the basis of the teacher's knowledge of the whole process of which her own work is one organic member, it is taken care of thru external supervision and the mechanics of examination and promotion. Connection must somehow be made between the various fractional parts—the successive grades. The supervisor, the principal, is the recourse. Acting, however, not thru the medium of consciousness of the class-room teacher, but thru the medium of external prescription and advice, the inevitable tendency is to arrest attention upon those parts of the subject-matter which lend themselves to external assignment and conjunction. Even music, drawing, and manual training are profoundly influenced by this fact. Their own vital aims and spirit are compromised, or even surrendered, to the necessities of laying out a course of study in such a manner that one year's work may fit externally into that of the next. Thus they part with much of their own distinctive and characteristic value, and become, to a considerable extent, simple additions to the number of routine studies carried by children and teacher. They serve no new purpose of their own but add to the burden of the old. It is no wonder that when the burden gets too great there is demand that they be lopped off as excrescences upon the educational system.

The matter of promotion from grade to grade has a precisely similar effect upon the course of study. It is, from the standpoint of the child, just what the isolation and external combination already alluded to are from the side of the teacher. The things of the spirit do not lend themselves easily to that kind of external inspection which goes by the name of examination. They do not lend themselves easily to exact quantitative measurement. Technical proficiency, acquisition of skill and information, present much less difficulty. So again emphasis is thrown upon those traditional subjects of the school curriculum which permit most readily of a me-

chanical treatment—upon the three R's and upon the facts of external classification in history and science, matters of formal technique in music, drawing, and manual training. Continuity, order, must be somehow maintained—if not the order and method of the spirit, then at least of external conditions. Nothing is gained by throwing everything into chaos. In this sense the conservative is thoroly right when he insists upon the maintenance of the established traditions of the school as regards the tests of the pupil's ability and preparation for promotion. He fails, however, to recognize the other alternative ; that the looseness and confusion, the vagueness in accomplishment and in test of accomplishment of which he complains, may be due not to the new studies themselves, but to the unfit conditions under which they operate.

I have already alluded to the fact that at present the teacher is hardly enabled to get a glimpse of the educative process as a whole, and accordingly is reduced to adding together the various external bits into which that unity is broken. We get exactly the same result when we consider the way in which the course of study is determined. The fact that this is fixed by board of education, superintendent, or supervisor, by a power outside the teacher in the class-room who alone can make that course of study a living reality, is a fact too obvious to be concealed. It is, however, comparatively easy to conceal from ourselves the tremendous import of this fact. As long as the teacher, who is after all the only real educator in the school system, has no definite and authoritative position in shaping the course of study, that is likely to remain an external thing to be externally applied to the child.

A school board or a superintendent can lay out a course of study down to the point of stating exactly the number of pages of text-books to be covered in each year, each term and month of the year. It may prescribe the exact integers and fraction of integers with which the child shall make scholastic acquaintance during any period of his instruction ; it may directly or indirectly define the exact shapes to be reproduced in drawing, or mention the exact recipes to be followed in cooking. Doubtless the experience of the individual teacher who makes the connections between these things and the life of the child will receive incidental attention in laying out these courses. But so long as the teacher has no definite voice, the attention will be only incidental ; and, as a further consequence, the average teacher will give only incidental study to the problems involved. Her work is the task of carrying out the instructions imposed upon her ; her time and thought will be absorbed in the matter of execution. There is no motive for interest of a thoroly vital and alert sort, in questions of the intrinsic value of the subject-matter or its organic adaptation to the specific needs of child growth. She may be called upon by official requirements, or the pressure of circumstance, to be a student of pedagogical books and journals ; but conditions relieve her of the necessity of being a student of the most fundamental educational problems in their most urgent and real presentation.

The teacher needs to study the mechanics of successfully carrying into effect the prescribed matter of instruction ; she does not have to study that matter itself, or in its educative bearing. Needless to say the effect of this upon the actual course of study is to emphasize the thought and time given to those subjects, and phases of subjects, where there is most promise of success in doing the exact things prescribed. The three R's are again magnified, and the technical and routine aspects of the newer studies tend to crowd out those elements that give them their deeper significance in intellectual and moral life.

Since, however, the school must have relief from monotony, must have "interest," must have diversification and recreation, these studies become too easily tools for the introduction of the supposedly necessary

excitement and amusement of the child. The judicious observer who sees below the surface, but not to the foundation, again discounts these studies. Meanwhile the actual efficiency of the three R's is hampered and lessened by the superaddition of the new ways of employing time, whether they be routine or exciting in character.

It may be easily said that the class-room teacher at present is not sufficiently educated to be entrusted with any part in shaping a course of study. I waive the fundamental question—the question of democracy—whether the needed education can be secured without giving more responsibility even to the comparatively uneducated. The objection suggests another fundamental condition in our present school procedure—the question of the status of the teacher as regards selection and appointment.

The real course of study must come to the child from the teacher. What gets to the child is dependent upon what is in the mind and consciousness of the teacher, and upon the way it is in her mind. It is thru the teacher that the value even of what is contained in the text-book is brought home to the child—just in the degree in which the teacher's understanding of the material of the lessons is vital, adequate, and comprehensive, will that material come to the child in the same form ; in the degree in which the teacher's understanding is mechanical, superficial, and restricted, the child's appreciation will be correspondingly limited and perverted. If this be true, it is obviously futile to plan large expansions of the studies of the curriculum beyond the education of the teacher. I am far from denying the capacity on the part of truth above and beyond the comprehension of the teacher to filter thru to the mind of an aspiring child ; but upon the whole it is certain beyond controversy that the success of the teacher in teaching, and of the pupil in learning, will depend upon the intellectual equipment of the teacher.

To put literature into a course of study quite irrespective of the teacher's personal appreciation of literary values—to say nothing of accurate discrimination as to facts—is to go at the matter from the wrong end. To enact that at a given date all the grades of a certain city shall have nature study, is to invite confusion and distraction. It would be comic (if it were not tragic) to suppose that all that is required to make music and drawing a part of the course of study is to have the school board legislate that a certain amount of the time of the pupil covering a certain prescribed ground, shall be given to work with pencil and paper and to musical exercises. There is no magic by which these things can pass over from the printed page of the school manual to the child's consciousness. If the teacher has no standard of value in relation to them, no intimate personal response of feeling to them, no conception of the methods of art which alone bring the child to a corresponding intellectual and emotional attitude, these studies will remain what precisely they so often are—passing recreations, modes of showing off, or exercises in technique.

The special teacher has arisen because of the recognition of the inadequate preparation of the average teacher to get the best results with these newer subjects. Special teaching, however, shifts rather than solves the problem. As already indicated, the question is a two-fold one. It is a question not only of *what* is known, but of *how* it is known. The special instructor in nature study or art, may have a better command of the what—of the actual material to be taught—but be deficient in the consciousness of the relations borne by that particular subject to other forms of experience in the child, and, therefore, to his own personal growth. When this is the case we exchange king log for king stork. We exchange an ignorant and superficial teaching, for a vigorous but one-sided, because over-specialized mode of instruction. The special teacher in manual training or what not, having no philosophy of education, having, that is, no view of

(Continued on page 454.)

## Educational Opinion:

### *An Educational Review of Reviews.*

#### School Community Life.

Community life as a basis of a course of study is the title of a very suggestive outline prepared by Gudrun Thorne-Thomsen and published in the Chicago Institute *Course of Study* for April. The writer starts with the following quotation from Colonel Parker, "The ideal school is the ideal community. The teacher is an organizer of community life. The one true end and aim of all human life is to assist in the evolution of community life." With this thought in mind the condensed outline as given here is very suggestive.

##### Characteristics of Community Life.

Aim : To promote the highest welfare of each one of its members. The work of the community must be social ; that is, having the above aim for its goal.

Proper organization : Co-operation, interdependence, specialization.

Democratic spirit. Each member having a voice as to means and ways of realizing this aim ; each member doing the work for which he is best fitted.

Knowledge is acquired under the impulse of necessity, in order to reinforce and conduct activity, and thus it becomes an organic part of the being, a ready tool. In an ideal community the work is highly differentiated, and so organized that every individual finds something to do according to interests and ability.

The highest qualities of body, mind, and soul are needed in order to participate in social work.

Such qualities as courage, responsibility, faithfulness, habits of study, powers of observation, keenness of intellect, endurance and strength of body, taste, and artistic tendencies, represent the fitness of the individual to live in present society, and will be developed and strengthened, because absolutely necessary for social work.

##### Characteristics of the Citizen in this Community.

Each individual should have a thorough understanding of present social conditions, their needs and tendencies.

He should be equipped with a power and strong desire to lift these to a higher level.

##### Community Life in the School.

The school should give the best conditions for acquiring social experience. It should be so organized as to give the child opportunities to use this experience for the good of the community.

The individual should gain experience by living, and should help the community by his living.

The work engaged in should have social meaning and social value. By social work is meant all the activities that make social life possible. The children should feel this purpose and direction in all their work.

That organization of the community should be adopted which allows social work to be carried out in the most effective, economical way. Only when the work is organized on a social basis will the community feel itself an organic unit, and the individual members integral parts of the whole.

##### Social Activities in the School.

Care of the school buildings and grounds. Care of material and housekeeping. Repair of building and material. Washing and sweeping of the buildings. Painting and decorations of rooms.

A store as distributing point, giving out supplies for social work of the school, and getting supplies from the shops, garden, etc.

Farm and garden : Milking, churning, making cheese and butter, etc. Taking care of animals, poultry, etc. Forestry.

Kitchen and bakery.

Weaving spinning, sewing.

Carpenter and blacksmith shops.

Library and bookbinding.

Theater and music hall.

Studio : Clay modeling, drawing, painting.

Pottery.

##### The School and the Larger Community.

There should be close contact with life and the activities which sustain it, in order that the child may realize the great forces which are molding our society, also the agents thru which these forces operate. Every store, shop, factory, bakery, etc., is full of educative material. These places should become part of our school, not merely places to be occasionally visited.

Environment is, after all, the greatest educational factor in the child's life. It becomes our work as teachers to recognize this education ; not to suppress and isolate it, but to guide, reinforce, and control it.

The school proper should mirror outside social and industrial life in a simplified form, adapted to the needs of the school community. In the study of outside life and activities, the child finds the inspiration and purpose that will lift his own work to a higher level and enable him to determine his own place in the community.

The study of life as it pulsates outside school presents two aspects : the scientific, or industrial, and the social. The scientific deals with the means and ways by which activities are carried on—that is, their tools and methods ; the social deals with the individuals who are engaged in these activities. Both aspects should receive due attention by actual contact.

The child should see in the worker a social factor thru whom the evolutionary forces of society are shaping our civilization. The workers should be teachers of our children ; they are living sources of information ; in them knowledge has become organic. The children should enter into a sympathetic relationship with the countless workers, who in different ways add to the sum total of our civilization, thereby realizing the cost at which our daily lives are carried on. They will thus realize their own position as workers and their relation to the smaller community in which they live.

##### Knowledge Matter.

What, how much, how, and at what time supplied, depends upon kind and needs of social activity. Social work is the unifying principle ; knowledge, discipline, habits of study are subordinate to that, are means to an end.

Character will be developed by doing work that requires character ; politeness, courage, faithfulness, punctuality, etc., will be developed thru work that demands these qualities ; they will become the means thru whose application the success of the work is made possible, and will grow by constant use, just as our muscles do. These qualities are latent in the child, and await an opportunity to spring into action.

Altruistic motive will be part of the individual, when the work to be done can be accomplished under no other motive. Selfishness, or living for self alone, is simply impossible when social work is to be done.

Used as a tool in social activity, knowledge becomes an organic part of the being, a living power. The question is not what subjects to select nor what qualities of body and mind to develop in the child. When the proper activities and occupations are found, every subject will have a definite value and a definite place in our educational scheme.

##### The Subjects.

Nature presents to the child the material and knowledge necessary for his activities ; man, the social meaning and direction. The purpose of nature study is to acquaint the individual with natural powers and resources

that are available for human progress; the purpose of the study of man is to find that organization, social, political, and industrial, which will secure the best use of these tools for the good of present society.

**Physical training.** In our educational system knowledge has been divorced from the physical activities which underlie it, and has been pursued for its own sake. In order to counteract the evil effects of this purely intellectual education upon the human body, different systems of gymnastics were evolved. Gymnastics is then a substitute for that physical activity which has a definite social end, and which is the birthright of every child.

Art should become a social factor in penetrating and lifting every activity; it should add personal interpretation to expression.

#### Function of the Teacher.

To study the child, his stage of development and tendencies; to help the child to find the proper activities in which to be engaged at different stages of development.

To supervise and organize the work of the community for its purpose; to guide the pupils as to material and knowledge necessary for their work.

The teachers cannot be specialists in all the work engaged in, but they should understand the psychological and social meaning of the different activities; that is, their influence on the child and on the community.

The purpose is not to make specialists of the children in these social activities, but they are given because they constitute the only kind of work which takes hold of and educates the whole being of each individual, and puts him in right relation to society.



## Overpressure in the Schools.

The opinion of Mr. John T. Prince, agent of the Massachusetts state board of education on this matter of "overpressure," as on all subjects scholastic, is of great weight as well as of general interest. He suggests in *Education* for April, that the feeling in regard to present conditions in our schools is twofold. On the one hand physicians and newspaper writers claim that the "overpressure" is such that children fall by the way and are made invalids for life. On the other hand opponents of the "new education" claim that teachers are doing too much for their pupils and are thereby helping to create a race of degenerates.

According to Mr. Prince we may agree that hard intellectual work of the right kind, done within proper limits of time, can in no way be injurious to children. It must be as healthful for them to exercise the brain actively as it is to exercise the legs actively. It is not hard work that is harmful or repugnant to the normal child so much as work which is not suited to his needs and powers. What is needed for health's sake is not necessarily to lessen the work of children but to lead them to work in such a way and at such times that the largest results in mental strength and alertness will be gained with the least fatigue. The duration of effort is not always the measure of fatigue attending it. There is some study which cheers and invigorates, while there is other study which palls upon the mind and wearis it to the point of stagnation.

#### Amount of Work Advisable.

Practice in our best schools seems to favor a short, divided period of three hours' attendance for the younger pupils and attendance of five or five and one half hours for the older pupils. This amount of time spent in school with a well-arranged program ought not to be harmful to any well child. The time given above ought to be all the time needed for study by pupils below the seventh grade—upon the assumption that children are admitted to school at five years of age and that there are nine grades below the high school. The maximum amount of home study for pupils of the seventh grade might be half an hour daily, and for pupils of the eighth

and ninth grades from one hour to one and one-half hours daily. For pupils of the high school the maximum amount of home study daily might be extended to two and three hours. These figures are given upon the assumption that no study of any kind shall be required or permitted at recess or after school. The following table embodies the suggestions which I have made as a proper amount of school and home study.

#### Weekly Arrangement of Hours.

*Grade 1.* School attendance, including recesses, 15; recesses and gymnastics, 2; singing, 1; recitation and study in school, 11½; home study, none.

*Grade 2.* Attendance, 20; recesses and gymnastics, 2; singing, 1; recitation and study, 15½; home study, none.

*Grades 3-6.* Attendance, 27½; recesses and gymnastics, 2½; singing, 1; recitation and study, 22.

*Grade 7.* Attendance, 27½; recesses and gymnastics, 2½; singing, 1; recitation and study, 22; home study, 1½-2½.

*Grade 8.* Same as Grade 7, except that for home study is allowed 2½-5 hrs.

*Grade 9.* Same as Grade 7, except home study, allowed 5-7½ hours.

*Grade 10.* Attendance, 25; recesses and gymnastics, 2; singing, 1; recitation and study, 20; home study, 7½-10.

*Grades 11-13.* Same as Grade 10, except that home study for Grade 11 is allowed 10-12½ hours; for Grades 12 and 13, from 10-15 hrs.

Of course it is understood that the amount of time indicated for home study is intended only for those pupils who are well. If children have to practice upon the piano one or two hours daily, or if by fulfilment of social functions they are unable to meet all the requirements of the school, they should stand precisely where the weak-bodied pupils do in relation to the school. But it should be understood that under such circumstances the work of a class or year is incomplete and must be made up before full credit is given.

Two standards are set—one for the least amount of time which should be spent in study and one for the greatest amount of time so spent. The placing of a minimum for home study means that the bright pupils must not be deprived of the advantage of a certain amount of strenuous effort. The maximum limit is placed for the benefit of that class of pupils, generally girls, who conscientiously do more than is required of them and who, for the sake of their health, need the restraint of a fixed standard of time for study, beyond which they will not be permitted to go.



## School as Business.

For some three years past the *Whitehall School Record* has chronicled the happenings in the Whitehall combined school, Philadelphia. The little paper has, as Prin. J. L. Shroy says, apparently come to stay. The April number contains a few suggestions from Mr. Shroy, concerning "school as business" that are worthy of the consideration of teachers, pupils, and parents.

We talk so much of business with reference to men and women, says the writer, that we sometimes overlook the fact that the term applies with equal significance to boys and girls—going to school being *their* business. There are some differences, we know, and the nearness of financial profit to men and the "far off-ness" of financial profit to boys has often led the latter to leave school and go to work. Life long regret follows: "How I wish I had continued at school!"

Yes, school is a business. It is a time-keeper that takes account of those who come late to work. It knows that a succession of lateness means loss of interest in the business. A succession of absences may mean fail-

ure. Men who lose no time at their business for years because of the smaller amount of money in the envelope at the end of the week or month, will allow their children to stay at home for the most trivial reasons. They forget that their children's "envelope" of knowledge will be proportionally short for every day lost—knowledge being their pay. The harder a man works—the more he is interested in his work—the more cheerfully he carries out the wishes of his employer—then the more chance he has for promotion and advance in wages,—the same is true with children, the studious, the interested, the well behaved pupil is the one who stands near the head of his class and has for his pay a fund of systematized knowledge which will some day have a value that gold cannot purchase for him.

To the educated, cultured, refined young man and young woman, there are many open doors, many opportunities for advancement, many fair fields for the attainment of honor, wealth, and position. Can we afford to thrust all these aside? Can we afford to hold a dollar so near the eye that it hides the beautiful landscape of wisdom, whose "ways are ways of pleasantness and all her paths are peace"? If our parents have not interested themselves in *our* business when we were children and we now feel the loss of many golden opportunities, should we not make a special effort to place the business of *our* children upon a paying basis, the income from which will be a thankful heart, a longing satisfied and an enrichment of earth's treasures in good, true, noble men and women. Some one has said "There is no happiness to be compared to the happiness of an aged parent in the true success of a son or daughter." Are you storing up such happiness now? Isn't it worth while?

### Problems of National Education.

THE SCHOOL JOURNAL for March 23 gave a review of the comments made by Gustave Lanson on American education from his study of the United States educational exhibit at Paris. Mr. Lanson's paper was translated from the French for *School and Home Education*. The portion already summarized in THE JOURNAL was taken from the March number. Some extracts from the installment given in April follow.

The distinctive trait of the American system, according to Mr. Lanson, is the co-education of the sexes. Sentiment in its favor is becoming more and more general. From the school to the university, woman studies by the side of man, subjected to the same discipline, following the same program. She gives evidence of at least equal powers of attention, intelligence, and an equal degree of physical and intellectual capacity.

Nearly all the schools, the writer says again, began by being English schools; the emigrants brought the customs of the mother-country with them. We still see the English college in the American college. But before long, the republican and democratic spirit made themselves felt in the system, and removed it from the English type; now the German scheme of education, now French philosophy, more often local experience altered and improved the original plan.

Absolute freedom has been the rule:—non-interference of the federal government; limited intervention of the state, to secure free education, compulsory education and inspection. Every city, every institution has done about as it wished, the same causes acting, however, nearly everywhere. From out the diversity of names and methods a general system has gradually outlined itself, and it is to evolve it completely that the efforts of the most eminent educators are more and more directed. They study to reduce to a harmonious symmetry, to a rational order, this confusion of incoherent units. Municipal, county, or state superintendencies tend to level all the schools of the same order, in their jurisdiction; to establish a unity of method and of spirit.

The colleges by their conditions for entrance, control the high schools and regulate their programs; the uni-

versities exercise a like sway over the colleges. Associations of colleges and universities, a national educational association, tend to establish equal levels of culture in the various grades thruout the country. The reports of the federal bureau by bringing all that is being done in each place to the knowledge of all, contribute effectively to this leveling, accelerate the advance towards symmetry and unity.

### Nature Study in Rural Schools.

Educators in all parts of the country approve thoroly the work being done toward interesting teachers and pupils of rural schools in nature study, by Mr. L. W. Bailey, and the Cornell college of agriculture. How the plan was started and put in operation is carefully explained in the *Review of Reviews* for April. Mr. Bailey says that the first effort was to teach the teacher in the rural district school. This teacher is, however, hard to reach. She is removed from associations and conventions. She is the teacher of least experience and frequently of least ambition. She follows.

It became apparent that the leaders must first be reached. In the cities of New York state the agitation bore its first fruits. The country places are now taking it up. Before the movement was definitely organized, many rural schools were visited. The teachers were found to be willing to introduce a little sprightliness and spontaneity into their work, but they did not know how. They wanted subject matter. The children were delighted with the prospect of learning something that had relation to their lives.

Readable leaflets were prepared for the purpose of giving the teacher this subject-matter and the point of view. It was not desirable to outline methods, for methods are not alive. The first constituency was secured by sending an instructor or lecturer with the state teachers' institutes,—for the State Department of Public Instruction kindly made this possible. From teacher to teacher the idea spread. Now seventeen leaflets have been issued and about 26,000 teachers are on the mailing list by their own request.

The leaflet attempts nothing more than to say something concise and true about some common thing, and to say it in a way that will interest the reader. It aims to send the reader to nature, not to record scientific facts.

### County Agricultural Schools.

It is the opinion of State Supt. L. B. Harvey, of Wisconsin, as expressed in the *North Carolina Journal of Education* for April, that a new class of schools should be added to our system. The new schools should be known as county training schools of agriculture and domestic economy. They should offer at the outset a two years' course for the boys and girls who have completed the work of the district schools, and should present an opportunity during the winter for instruction and training of the older boys who are living on the farms.

Instruction in the elements of agriculture should include consideration of the soil, its elements, the reasons for its fertility or lack of fertility, modes of improving worn-out soils, the effect of rotation of crops, the drainage of soils, and the proper modes of tillage for different crops. In addition to this instruction should be given on the plant life of the farm. If the boy or girl goes from the country school to the city he may have an opportunity in the high school to study botany, and when he returns to the farm and the father asks him what knowledge his study of botany has given him of farm products, the boy will say he did not study about these things.

He has learned something of the classes of plants, but little or nothing that will be of practical benefit to him upon the farm. He should learn in this school the food value of different plants, for different purposes, the

modes of planting, cultivation, and caring for plant products, the modes of improvement of varieties, as well as the economic value to him of the different plant products of the farm.

If the boy goes to the high school he may study zoology, and when he returns to the farm his father may ask him what he has learned as to varieties of cows, horses, hogs, sheep; what he knows more than before as to modes of feeding, and care of stock, their treatment in cases of sickness and prevention of disease, and he will be told that none of these things were considered in the study of zoology. That he has dissected and made careful drawings of the nervous system of the angle worm and the crayfish, and traced the development of the digestive apparatus from the lower to the higher orders of animals. All of which is good, and has a certain value, but none of which has served to make him more intelligent in the actual problems that he will have to deal with upon the farm.

Mr. Harvey would have this school offer a training in the keeping of farm accounts, so that the boy may be able to know at the end of the year to what is due the loss or gain of the year's work. Not one farmer in a hundred to-day is able to keep such a system of accounts. He may be making a small sum of money annually, but he is not sure as to whether it is made on this or that line of his work. He may be carrying on one line of work at a loss, which must be made good by another.

For the girls would be given a course in domestic economy running thru the whole two years, covering work in sewing and cooking, and in the latter going beyond the mere preparation of foods to a study of their values and of the scientific basis of their proper preparation. Our agricultural experiment stations and our farmers' institutes give much time to a consideration of what is known as a balanced ration for the hog, the horse, the cow, and other domestic animals. The only domestic animal for whom a balanced ration has not been carefully considered is man. The girl should have an opportunity to learn something of the arts of beautifying and making pleasant the home, also something of floriculture and agriculture, so that she might direct the improvement of the grounds about the country home.

Wherever such a school could be organized it would become a center of intellectual activity for the whole rural population of the country. When a sufficient number of schools of this kind were established it would be possible to send out instructors from the agricultural department of the university during the winter months to give short courses of two to four weeks in dairying and other lines of agricultural instruction to the older boys and men of the country. Such a system of schools if established would round out the educational opportunities for the country boy and girl, and satisfy a need which is a crying one.



### How Mr. Greenwood Became a Teacher.

Many of the personal friends of Supt. James M. Greenwood, of Kansas City, Mo., have heard how he was persuaded to give up breaking mules and trading cattle to "break boys into manhood." Others there are, however, who will enjoy reading Mr. Greenwood's own version of the story, as given in the April *Educational Review*.

In April, 1867, Mr. Greenwood writes, I had planned rather modestly to devote my energy to a business that was then beginning to assume considerable proportions in our section of the country, known as the cattle trade. It appeared to offer better opportunities for permanent financial success to a young man than any other business with which I was acquainted. My knowledge of native cattle, such as farmers raised, fed, and shipped, was good, but I knew comparatively nothing of Texas cattle except what I had read and heard.

It was in the direction of the latter kind of business that I inwardly looked as a field of vast possibilities. But how often fancy castles are never realized, and one

drifts by accident into another calling! While putting in the spring crop in 1867, Prof. Joseph Baldwin, who had recently moved from Indiana to Kirksville, Mo., was directed to my father's farm to buy some milk cows for the use of his family.

The April morning the professor came out to the field in which several of us were at work, and made known his errand, my father asked me to show our cows to him, and I accordingly unhitched a span of vicious three-year old mules I was plowing, and invited the professor to ride one of them to the barn, which was nearly half a mile away, while I rode the other. He declined with an elaborate but awkward bow, intimating that he thought it safer and more comfortable to walk. He had his way, while I rode one mule and led the other, talking to him as we went.

It was nearly noon when we arrived at the barn, so I put his horse up, and took Professor Baldwin to the house to read the papers and look over the books, while I went out to drive up a large herd of cows for him to pick out such as he wished to buy. When I returned he expressed great surprise at my library, and especially the large collection of mathematical books I had, which he asserted was the largest and best collection he had ever seen. In the meantime dinner was ready, and after that he and I went out to look at the cows. Finally, after much looking and some questioning, he selected a very small cow, a good milker, and very gentle. He was the slowest man I ever traded with, and after he bought one cow only I felt as tho I had wasted three or four hours to little purpose. This was the beginning of an acquaintance and intimate friendship that was destined to last thru life. He left, driving the cow away, and I gave no further thought to the professor and his project, which was no less than to build up a great normal school at Kirksville, Mo.

After corn-planting in May, my brother and I saw that there was to be a county institute held at Edina, the county seat of Knox county, which lies just east of Adair county, in which my father then lived and still lives. We thought it would be pretty good fun to attend the institute for the two days it was to be held. Off we went on horseback, a distance of fifteen miles, to be present and participate in the exercises, and particularly in the discussions. We were at the building early on Friday forenoon, and as everything was in the nature of discussion we were busily engaged. A fat one-horse, Methodist preacher had been appointed county superintendent. About eleven o'clock Professors Baldwin and Ferris came and they enlivened things no little by explaining new methods used in Indiana and Pennsylvania.

At noon Professor Baldwin came to me and said: "I have been making inquiries ever since I met you on the farm, and you are the man that I want most of all others to teach mathematics in my normal school. Judge Wilson and wife send an invitation for you to take tea with them this evening, and then and there I will explain my plan to you, and I will give you a month to make up your decision, but that decision must be for you to quit the farm forever, and give your life to education."

"You are too bright a man, too much brain and organizing power, endowed with too many splendid qualities as an educator and a man of affairs, to spend your life among mules, horses, and cattle, just to accumulate some thousands of dollars. A man who can break wild, kicking mules can break boys into manhood much more profitably."

I told him what he proposed involved an entire change in what I had mapped out, and would necessitate selling off all the stock I had on hand, and making many other changes. As an upshot of the proposition I agreed to go in with him for ten years. In two and a half years this private school became the first state normal school of Missouri. I was with him seven years in the closest intimacy. When it became a state normal school our contract was dissolved, and the state employed the teachers. It was from Dr. Baldwin that I learned most about schools at that time.

## Isolation of the Woman in Authority.

The Splendid Isolation of the Women in Authority is the semi-pathetic title of the first article in the April *Canada Educational Monthly*. Unfortunately the "splendid isolation" is too apt to extend to the women in authority—especially women principals—on our side of the Canadian boundary line as well as to those farther north. The problem is not easy of solution as to whether the difficulty is a necessary one. Certain it is, at any rate, that the isolation really exists in most schools and accordingly the comments by One of Them (the isolated) are worth considering.

### Status of the Principal.

The first impression of the student upon meeting the principal in her official capacity, says the writer, is one of tentative suspicion if not absolute fear or hostility. She may be a most amiable person but the student gives her the benefit of a doubt. If she is of pleasing appearance, it is in her favor, but if she is hampered with youth, her critics are hardly aware of it, for they are disposed to regard her as old anyway. On the other hand, the first meeting may be very pleasant, and the young girl may have stored away in the inmost recesses of her mind the impression that the woman she has met is "very sweet," but she is not likely to give utterance to this feeling among her companions for some time at least.

A respectable minority of the students will always regard the principal with poorly masked aversion. Her shortcomings are freely commented upon in the presence of other teachers and she is liked in proportion as she extends privileges, not in the ratio in which she discharges her duty. She is rarely regarded in the light of a student's intimate friend. It is considered clever to make jokes at her expense—when she is absent—even tho there be no feeling of ill-will.

She is the *bête noir* of amorous youths who crave meetings with the young ladies under her espionage. She is commonly supposed to have had no practical experience in the tender emotions of the soul, and so is unable to understand them in others. She is also to be pitied because an opportunity in the future is not within the realm of possibility. Poor thing.

### Instances in Point.

In one school the principal was an earnest, upright, brilliant woman with a goodly amount of personal charm, and she gave of herself and her time to the students of the institution, yet there were not five girls out of the hundred who would come out boldly and defend her from unkind or flippant remarks. And of the faculty there the majority winked at the girls' outbursts while they had kindly feelings for their colleague. That woman held the reins of power in her hand, and she drew them gently but steadily without fear or favor.

Another woman clothed with authority was in charge of the woman's department in a college of good standing. She lived in the residence hall, as did also some other women members of the faculty. The principal was well born, gently reared, kind and scholarly. The students were free from rules save those which good form dictated, and one might think that the family life would be free from restraint, but such was not the case. It was not long till some girls felt a lack of freedom in her presence, and later were keen to censure even her well disposed acts. The frankest of the students analyzed the situation thus: We are supposed to be answerable to her, and that in itself raises in us a feeling of opposition. The "mothering" is fictitious; it may assume the proportions of a dictatorship.

Is it, then, a fact that women are so fearful of having their rights encroached upon that they in essence boycott the one to whom they are answerable? Can the restraint ever vanish in this relation? Can the woman who may say "don't" ever stand in a perfectly normal relation to the girl whose whole soul is bursting with "I will"? To put it in another light, can the thin veil of authority ever be rent asunder so that the two women—

principal and student—can see each other as they would in other relations in life? Is it desirable that they should? The feeling of restraint may not be a bad thing. A good, wholesome fear may be the means of developing the one thing needful in many a girl. It may be the means of her intellectual regeneration.

The relations are not fundamentally changed when the principal has swerved from duty a little in the effort to gain popularity. She may be liked better at first for her laxity, but young people are usually quick to detect insincerity and despise it.

Now, is our educational system suffering from this state of affairs? Is it true that, as Bernard Shaw said in a humorous address in London not long ago, that nine-tenths of education is nothing but the organized offence of the grown up person against the young person? And does the young person so regard the efforts of the woman in authority? Or is it that democracy engenders a spirit of aversion to a superimposed authority? Whatever the reason, there remains a barrier between the principal on the one side and the student on the other. Is it good, is it immaterial, or is it bad? Who shall say? Meanwhile the woman in authority stands alone in an isolation as unique as it is irresistible.

## Secondary School Years.

Suggestions are occasionally heard to the effect that high and secondary schools are not of equal importance with the elementary schools below them or the colleges and professional institutions above. This claim is based on the theory that the secondary school neither starts the children on the educational road nor assists them to the finish. It must take pupils in whatever condition they enter its precincts and make them ready to fulfill the demands of the colleges.

In contrast to this conception of the secondary school, some thoughts from Pres. Charles F. Thwing, in the *Congregationalist*, are refreshing. At eighteen and a half years of age, he says, when the student raps at the college portals for the first time, the student is pretty well formed. Little can the college do for him in comparison with what the school may and should do for him.

The four years between the ages of thirteen or fourteen and seventeen or eighteen are the most critical of all critical periods. It is a time of storm and of stress. It is also a time when the heart grows and blossoms in largest efflorescence, but when the intellect, tho growing, does not reach its maturity. It is a time of increasing force of dominant passions without a corresponding increase of judgment. It is a time also when temptations are most frequent and riotous, and when the will is not the strongest. It is a time when restraints should be applied, but also when they should be applied to a growing boy with the utmost wisdom.

In this condition, therefore, what can the schoolmaster do? Rather, what can he not do? For one thing and in one respect—and a most important respect, too—the schoolmaster is to do for the school boy what it is said that the great master of Uppingham did for the boys committed to his care with consummate judgment and triumph: "to detect and to check the subtle beginnings of impure thought; to create a healthy disgust for impure conversation; to set up all possible guards against the temptation to impure act; to arm boys for the inevitable struggle with their own lower nature or against the influence of evil associates." The master who has insight, tact, judgment, moral courage, will send his boys forth into life clean, strong, noble. The master who lacks these qualities is in peril of seeing his boys going forth from him and in peril of seeing them enter the college, bearing in themselves the seeds of the vices of the world without either the will or the wish for their extirpation.

The secondary schools can do more to secure a sound body than can be done later. The gymnasium means

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WEEK ENDING APRIL 27, 1901.

**The School of Pedagogy Affair.**

The article in THE SCHOOL JOURNAL last week with reference to the New York University School of Pedagogy seems to have attracted considerable attention. Those best able to judge the affairs of the institution commend its evident intent to show fairness to all parties involved. Among the letters received from friends interested in the welfare of the institution is one from an educator standing high in the regard of the teachers of the country; he writes:

"I read with great interest your statement concerning the affair at New York university. Putting together several things that I have heard, it seems to me that your article deals more justly with Dr. Shaw than any others I have read. As to the support that an administrative officer should receive from the trustees, there can be no question. Any division of power or responsibility in such cases leads to catastrophe. From all that I know of the situation, it seems to me that Dr. Shaw really deserves the kind of support you have given him, and that, of course, is not saying anything against the other men, whom I do not know."

I regret to read in the paper this morning that the authorities of the university are not to stand by the dean in the way which seems to me the circumstances warrant. Their attempt to compromise is a weak concession, and does not meet the issue squarely. Of course I have no interest in the matter except that one always likes to see justice done.

This probably states well the conclusions that thoughtful educators will arrive at after all sides of the controversy have been looked into. If the institution is to win back the support of its best friends, all personal considerations must be laid aside. The university council has a most delicate duty to perform. Failure to take an uncontestedly just course would be disastrous. As to the participation of the students in the efforts to bring about a satisfactory settlement, THE SCHOOL JOURNAL can only reiterate its position, that such interference seems unwise. The meeting of last Saturday revealed much temper. Open threats of secession were made, but calmer judgment was finally victorious, and instead of a notice of boycott, the subjoined resolution was passed by a vote of eighty-four to five:

The former and present students of the School of Pedagogy of the New York university having learned thru the public press of the resignations of Professors Weir, Judd, and Buchner from the faculty of the School of Pedagogy, hereby beg leave to express the firm belief that the loss of these professors from the faculty will greatly weaken public confidence in the institution and will undoubtedly impair its usefulness in future.

These gentlemen are everywhere recognized as thorough scholars, inspiring instructors, and men of sound judgment and impressive personality. We beg leave, therefore, to express our further conviction that the university will do itself and the educational public of the city a service by obtaining, if possible, a withdrawal of these resignations.

There were present at this meeting only fifty-eight of the 206 students enrolled in the institution. The nearness of the annual examination may account for the absence of others, while quite a number felt it their duty to abstain from anything that might show lack of trust in the university council's justice and good judgment.

The interest of the students in the outcome of the present crisis is only natural. Aside from personal regard for the men, which of course cannot be considered

an important factor under the circumstances, there is the fact that the students and alumni hold certificates and diplomas issued on the recommendation of the several professors, by the present administrative officers. Now, if three professors state thru the newspapers that they resign from the university "owing to long-continued dissatisfaction with the administration of the department," a blow is dealt at the students' interests. If the majority of the faculty publicly express dissatisfaction with the administration, what opinion must the outside world form of it? The only logical step for the students to take would seem to be that they stand by the administration unless absolute proof is furnished that Professors Weir, Buchner, and Judd are in the right. Loyalty must be resolutely upheld.

One valid criticism that may with justice be raised against the management of the institution is that the dean was not given enough discretionary power. To grant him just one vote in a faculty representing five votes of equal weight, showed lack of judgment and absence of foresight. The members of the council of the university knew of the brewing troubles early enough to have averted the crisis by taking a timely and determined stand in suspending faculty meetings and granting greater powers to the dean. This they neglected to do. Incipient irritations in the faculty could thus grow, and frequent clashing and an increase of ill-feeling resulted. The council cannot escape the logic of the outcome.

THE SCHOOL JOURNAL knew for some months of the existence of dissension in the faculty of the School of Pedagogy. The culmination of the trouble to a crisis looked inevitable soon after the beginning of the year. It was thought best not to aggravate matters by drawing attention to them in print. The institution's interests demanded an adjustment of difficulties with as little publicity as possible. If Professors Weir, Buchner, and Judd had quietly resigned their positions and obtained places elsewhere, as they might have done, the outer world might never have heard of the quarrels, and the welfare of the institution would not have been put in jeopardy as it is under the present conditions. But these men gave their grievances to the newspapers by publicly announcing that they resigned "owing to long continued dissatisfaction with the administration." That changed the situation. It now became necessary to publish as full an explanation of the history of the troubles as could be given without betraying confidences. The task of having to take ground against the three professors was all the more painful as it necessitated the suppression of feelings of personal friendship. But it had to be done. There was but one course left open for saving the School of Pedagogy from absolute disaster, and that was the one pursued by THE JOURNAL: to stand by the administration and to encourage its friends to be strong in loyalty.

praktische Versammlungen.

The association for the study of school-room problems is doing a splendid work for the teachers of New York city. Each month a topic of intensely practical bearing is presented. The speaker is usually an educator recognized as an authority in his subject. An opportunity is afforded for questions and general discussion. The attendance has been as high as six hundred. Dr. John

Dwyer, the well-known public school principal, is the president of the association.

On Saturday last, manual training was the subject under discussion. In spite of the heavy and continuous rain, the hall of the meeting was well filled when Dr. Dwyer introduced the first speaker, Dr. James P. Haney, supervisor of manual training. A report of the address will be given in these columns next week. Associate Supt. A. P. Marble, of the boroughs of Manhattan and the Bronx, opened the discussion. His many friends throughout the country may be interested in the explanation he gave of his erstwhile opposition to the introduction of manual training into the elementary school curriculum. Brought up on the farm and skilled in the many manual arts which necessity forces upon the boy in the country, his thoughts for the improvement of children ran naturally toward magnifying the literary side of education, acquaintance with books and refinement of sentiment and character generally. Moreover he stated, the claims of the first advocates of manual training were so pompous and extravagant that the ridiculousness of the exaggeration incited ridicule. Soon after he learned what he could not at first believe to be true, that the boys of the village and city were afforded no opportunity outside of the school-room for the development of any kind of manual dexterity. After this discovery his attitude toward manual training changed, and he has been a warm friend and advocate of the subject ever since.

Two other meetings held last Saturday in the borough of Manhattan deserve special mention as encouraging indications of the intensity of interest in the study of education and the good social feeling among the teachers of the metropolitan district. That of the New York Educational Council is reported on another page. The Male Teachers' Association, of New York, held its regular monthly dinner at which "The School as a Social Center" was the topic for discussion; the Male Teachers' Glee Club added to the pleasure of the occasion, and altogether the evening was a most enjoyable one. An account of this meeting will be given in a later number.

Attention is also called to the brief report of the great meeting of the American Association for the Advancement of Physical Education held in this city last week. Education is certainly to the fore in New York city.

The convocation on commercial education to be held in New York city May 4, promises to be a very important one. It is under the auspices of the commercial department of the New York State Teachers' Association, of which Mr. Van Evrie Kilpatrick is chairman.

### Self-Improvement Rewarded.

If prizes are to be given for scholastic attainments, the only just principle on which to proceed is that lately put in operation in New York city high schools by Mr. Charles S. Hartwell, a teacher in the Brooklyn boys' high school. His plan is known as the "Lincoln Improvement Prizes." Briefly explained, it is to establish a just standard of reward.

Instead of giving prizes for high percentages of scholarship and thus putting a premium upon unhealthful rivalry, the idea is to stimulate honest effort and steady improvement. The ethical value is evident, since the desire to improve upon one's own past record is un-

doubtedly more laudable than the ambition to outdo one's fellows and profit by their failure.

Mr. Hartwell writes:

What more remarkable example of self-improvement could be adduced than that of Abraham Lincoln? His struggles in youth to overcome obstacles are an inspiration to every American boy and girl. We have no record of prizes, scholarships, fellowships, won by him in competition with others, but a record of progressive self-mastery which finally gained the victory.

### The Spencer Library.

The friends and admirers of Platt R. Spencer, the originator of the Spencerian system, propose to erect a monument to him in the form of a fine library at Geneva, Ohio; of the amount needed, \$2,500, has been already subscribed and paid. It is understood that all the business colleges in the country will aid in this enterprise.

We have somewhat described in these columns the life of this remarkable man; not remarkable as the world goes, not an accumulator of money, but as a wonderful teacher. The "Spencerian System" is his monument, but he was great in all his teaching. He gave his whole mind to it; he studied principles and methods intensely.

The beautiful thing about the proposed library is that a *good teacher is appreciated*, altho he often thinks he is not. But P. R. Spencer was no ordinary man; he considered the whole student; too often only the memory of a student receives consideration.

We think a good life of this man would be acceptable, but it should be written by one who could point out his pedagogic qualities. Is there not a pupil of his who would undertake it?



Have we so much occasion to be proud? Let us read about the poor Egyptians. A traveler who has observed much, says: The most ordinary observer cannot fail to be struck with the fact that the degraded ruffianism so common in the most civilized (?) countries is unknown in Egypt. Even the poorest and the entirely uneducated often possess a native dignity, self-respect, and gracefulness of manner of which the travelers' own countrymen are destitute. The common religion seems to take the place of "party" in other countries, and the requirement to consider another as "my brother," is followed and has a real meaning.

Furs are now kept in cold storage rooms during the summer, the temperature being below the freezing point. It is thought that being in the cold and dark improves the fur. No insects trouble them in these places.

Congress has appropriated \$300,000 for the preservation of our forest lands. A force of men is to be employed, each to have \$3.00 per day and \$3.00 for living and traveling expenses.

An experiment was made this winter in France with an automobile, in which two men went 32 miles in 2½ hours over a hilly road covered with 10 inches of snow. They began at 600 feet and went up to 2,700 feet elevation. Now the diligence will be taken off and autos put on in their place.

Calcium Carbide is produced very cheaply in Germany. (here it costs 5 cents per pound) and is being used extensively in lighting of houses, stores, etc. It only needs to have water added to produce a gas which gives a fine light. Up to this time Germany has bought 25 to 30 millions of dollars worth of our petroleum, but now she will buy less because of the use of acetylene—made by fusing together lime and coal.

The growing importance of Washington as an educational center was the theme of a long editorial in the *Star*, of that city, April 15. Only one city in the country, it was stated at the annual banquet of the alumni of Columbian university, has a larger university population than Washington. The great Catholic University of America, Georgetown university, Columbian university, the National College for Deaf Mutes, Howard university,

and several other excellent institutions attest the attention that is given to the higher education at the Capital, while the system of elementary and high schools is, despite the persistent depreciation of them by business men's associations, one of the ten or twelve best in the country. The presence of the great governmental libraries, collections, and museums, is a constant help in the development of educational institutions.

A person deeply interested in education was present at a meeting of the faculty of a normal school, and on being asked to speak asked, "How many are acquainted with the movements and ideas of the educational world outside these walls?" It appeared that only a very small number thought it worth while to even look in an educational journal. A discussion arose and it became apparent that the larger part of the faculty thought it unnecessary to know more concerning educational methods and ideas than they already possessed. Is this not the very feeling that must be warred against everywhere? A certain amount of knowledge is acquired and a certain groove is found or made, and then farewell to progress. It is so in religion and social statics.

The educator should be deeply interested in what other educators are doing, and especially normal school educators.

A bill is before the Illinois legislature providing that no university or college in the state whose endowment does not exceed \$100,000 shall have the right to grant degrees. There are two views as to the justice of such a measure. On the one hand it would seem to work injustice towards a number of excellent little colleges, denominational for the most part, which have enough of the traditional requirements for a college—bricks, books, and brains—to entitle them to some consideration. On the other hand it will serve to stamp out a great many mushroom growths that are quite undeserving the name of college.

Altho it is still the German idea that women should confine their attention to "cooking, church, and children," the gymnasium course of study for women, established in Berlin some seven years ago, is steadily growing in popularity. The course of study covers a period of four and one half years, at the end of which those who have satisfactorily completed the course receive a certificate equivalent to that given to young men graduates of the regular gymnasia.

This is a period of extraordinary archaeological finds. Even the ocean depths are yielding up treasure. During the month of February last sponge divers discovered off the north coast of the island of Cythera statues partly buried in the mud at a depth of ninety feet. Information was given to the Greek government and immediate steps were taken for their recovery. Divers were employed and a warship was sent to the spot with all the necessary apparatus for hoisting whatever might be found. Thirty statues were brought up, some of bronze, but most of them of marble. The bronze ones are in a very good state of preservation, tho broken. All are heavily incrusted with sea shells. Among the pieces of statuary are a magnificent bronze Perseus, and a marble statue, headless, which is believed to be a Hercules.

How these treasures came to be at the bottom of the sea is a matter for conjecture. It has been thought that possibly a Roman ship was carrying them to Italy after the sack of Corinth and that she founder off Cythera.

The so-called Becquerel rays were discovered by a French chemist and named after him. It is found they are not emitted from uranium, but from a new element, and it is asserted that they render almost every transparent substance luminous in the dark; so that genuine diamonds may be distinguished by them from imitations. What the new element is, is kept a secret at present, but the discoveries in the Berlin School of Technology

are soon to be laid before the emperor and then it will be revealed. It is believed to be a matter of great importance in electricity.

A plan to communicate with Australia from England by the wireless system of electricity is being discussed; these are the points: the Lizard, Ushant, Finisterre, Gibraltar, Malta, Algiers, Sardinia, Sicily, Malea (Greece), Alexandria, Aden, Socotra, Colombo, Sumatra, Cocos Islands, Perth, Albany, Adelaide, Melbourne. If vessels plying between England and Australia have the instruments the passengers may dispatch and receive messages.

Salton produces about 2,000 tons of salt annually. It is on the Southern Pacific railroad in a desert of Southern California which is 300 feet below sea level. The salt is deposited by springs which run into the basin; as it is very warm there, 150 degrees in June, the water is evaporated and a deposit of salt is left. This deposit is plowed into wide furrows and then made into piles like hay cocks; then it is taken to the breaker where it is ground and sifted and packed in bags.

It has been noted for over a year that a lagoon is being formed in the delta where the Jordan enters the Dead sea; this would indicate that the water is increasing in quantity or that the bottom has been raised by volcanic action; the latter is the supposition favored by geologists.

It is reported from Dumaguette, on the island of Negros in the Philippines, that the erection of the first industrial and manual training school in the archipelago has been begun. This school was rendered possible thru the generosity of Mr. H. B. Stillman, of New York, who gave \$10,000. A model farm of about one hundred acres has been purchased on which to teach the elements of agriculture. Dumaguette was chosen for the site of the institution on account of the friendly attitude of the natives.

#### The Situation as Regards the Course of Study.

(Continued from page 446.)

the whole of which his own subject is a part, isolates that study and works it out wholly in terms of itself. His beginning and his end, as well as the intermediate materials and methods, all fall within manual training. This may give technical facility, but it is not (save incidentally) education.

This is not an attack upon special or departmental teaching. On the contrary, I have just pointed out that this mode of teaching has arisen absolutely in response to the demands of the situation. Since our present teachers are so largely an outcome of the older education, the so-called all-around teacher is for the most part a myth. Moreover it is a mistake to suppose that we can secure the all-around teacher merely by instructing her in a larger number of branches. In the first place, human capacity is limited. The person whose interests and powers are all around is not as a rule teaching in grade schools. He is at the head of the great scientific, industrial, and political enterprises of civilization. But granted that the average teacher could master ten distinct studies as well as five, it still remains true that without intellectual organization, without definite insight into the relation of these studies to one another and to the whole of life, without ability to present them to the child from the standpoint of such insight, we simply add an overburdened and confused teacher to the overburdened and confused child. In a word, to make the teaching in the newer studies thoroughly effective, whether by specialists or by the all-around teacher, there must, in addition to knowledge of the particular branch, be sanity, steadiness, and system in the mental attitude of the instructor. It is folly to suppose that we can carry on the education of the child apart from the education of the teacher.

(To be continued.)

## Educational Review of Reviews

(Continued from page 451.)

### The High School Paper.

High school teachers everywhere will agree with Mr. A. P. Hollis, who says (*The School Review* for March) that the high school paper is apt to be an annoying puzzle. Mr. Hollis gives the three stock arguments for such a paper, shows wherein they do not hold good, and then explains the excellent substitute employed at Brodhead, Wis., while he was principal of the high school there.

The arguments are three: A high school paper is a stimulus to literary composition; it is a fine advertisement for the high school, and it increases school spirit among the pupils.

Mr. Hollis has, during the last year, compared the distinctly literary pages in several high school papers with those given over to other matters, and he has found that the proportion of miscellaneous matter to that labeled "literary" was greater than the famous 16 to 1. The one or two pages thus dedicated to literature were not infrequently innocent of their baptism. Not only were the aims of the articles trivial, but the style was a deliberate imitation of the flashy story—a far remove from the results sought by the teacher of English. Very frequently other matter in the paper, as a report of a lecture or the description of local improvements, was superior in literary quality to the articles specially labeled "literature."

#### The Advertising Claim.

That the paper is a fine advertisement for the school is a mistake. High school papers are naturally taken as broadly representative of the school. People think the real work of the school appears in the high school paper, and teachers and pupils alike are judged by what appears in its columns. This is not a very pleasant reflection to school authorities, for the table of contents of such a paper represents everything else but the serious and regular work of the school. Editorials are composed mostly of flippant observations on things in general, and flamboyant appeals for the support of athletics. Student communications on matters of like import with sundry personal allusions serve to make out another page; jokes and poems, original and selected, do duty for another page. But the part that everyone most eagerly scans is the "Locals," or "Personals," or "About Ourselves," "Reporters' Gossip," as the case may be, which wounds or flatters in nearly every line the vanities of half the school, interspersing sundry remarks—good humored or otherwise—about the teachers.

Social doings are very fully recorded, and the latest dance—frequently a purely private affair and participated in by a few pupils—is written up to a degree of exaggeration, and that issue gives the public a totally wrong impression of the relative amount of time and attention given to dancing in the high school. The high school needs to be delivered from such advertising.

Another species of evil advertising, Mr. Hollis continues, is done by these papers. Their financial management is proverbially bad; the paper fails every few years, and as often as these embarrassing occasions occur so often do its friends implore local merchants for advertisements and subscriptions to set it on its feet again. The wonder is so many respond; they do it, not for the sake of the periodical, but to show their good will to the high school in general. It is unfortunate that financial aid which might go into more useful channels for the high school is diverted to this costly folly. Citizens who have contributed liberally to the school paper let that stand for their interest in education, and the library, manual training plant, school decorations, lecture courses, etc., must suffer accordingly.

#### The School Spirit Claimed.

High school pupils are not at an age where their esti-

mate of values should determine school enterprises. To them a handsomely executed sheet enclosed in a flaming color is an indication of "spirit" in the school. The bustle and talk and rush involved in its preparation is evidence to them that "things are moving," and a high school without this form of excitement is "dead." There is no question that the high school paper distorts their view of school activities and consumes time and energy with no compensating advantages. It is nearly always a serious interference to the scholarship of the group of pupils who have linked their fortunes with it. The experience and novelty are sufficient to absorb a degree of time and effort for the publication which must come from their studies proper. Not a few petty jealousies, heartaches, and estrangements have their origin in the careless personals. On the whole the school spirit thus cultivated is of doubtful value.

#### The Possibilities.

Observations like those just described led the writer to an experiment which he thinks has been successful enough to suggest further development. The paper in the high school with which he was connected had just suffered one of its intermittent attacks of heart failure, and the student promoters of its resurrection had not yet organized. The editor of one of the local papers had several times intimated to the principal that he would welcome items concerning the school, so one day, Mr. Hollis went to him with a proposition to keep three half-columns of his paper filled each week with school news, provided space be given for such matter on the first page, and that a special heading be allowed with separate volume, number, and date lines. The amount of space and the prominent position asked for caused the local editor to hesitate at first; but when it was made clear to him that the new feature would increase the popularity of his paper with its patrons, and that more copies would be sold among pupils and their friends, the editor decided to try the experiment. Later in the year the three half-columns were lengthened to three three-quarter columns, some issues thus containing nearly as much reading matter—exclusive of advertisements—as many high school journals. A most important consideration was that this school paper did not cost the school a cent, and thus at one move was disposed of all the agony of canvassing and waste of time involved in meeting the weekly expenses of the old paper.

The principal assumed the duties of editor-in-chief, and a corps of reporters were appointed from the rhetoric class, with the understanding that they were to receive full credit in the department of English for all work appearing in the *Brodhead School Gazette*.

#### The Brodhead School Gazette.

The first issue contained a brief note of introduction, several "locals" pertaining to worthy school interests; and a column article headed "The Brodhead Telephone Company"—a "write up" by a pupil of the rhetoric class. The information was obtained at first hand by interviewing officials of the company and was the first complete account given to the citizens of the new plant. Following this was an account of the bi-weekly teachers' meeting, by a pupil delegated for that purpose from the rhetoric class. The next article was a plea for a new piano, written also by a member of the rhetoric class. The next article, a column in length, was headed "An Evening at the Brodhead Choral Union," describing from personal observation the work of a new musical society in which many of the high school pupils were interested.

This was a fair sample of the weekly issues that followed. All of the articles were handed in for criticism to the teacher of rhetoric several days before their appearance in print and constituted a part of the regular composition assignments. The "notes" of the reporter or interviewer were handed in and gone over, and the reporter had to vouch for his facts; he was frequently sent out to verify a doubtful point or gain additional information.

This reporting method is the boys' method *par excellence*. He is doing just what he knows hundreds of men all over the country are doing. The boy of high-school age takes naturally to newspaper reading; it is his first

Pages I to 8.

# Independent.

**THURSDAY, DECEMBER 14, 1899.**

New Series, Vol. XVI, No. 50

"EAR ERT.



manifestation of "literary taste." As he reads the interesting accounts of battles, escapades, ball games, interviews, etc., occasional desires shoot thru him to try his hand. He probably knows the reporters of the local and city papers; he wonders at their easy grasp of men and things.

On the other hand, girls, because of their advanced mental development, will frequently enjoy abstract essays and imaginative stories in addition to these reporter's exercises, but even they can find pleasure and profit in writing up a lecture, concert, or society meeting. Pleas for school or town decoration and improvements of various kinds made effective by a presentation of existing unsatisfactory conditions, are within the interest and scope of girl reporters.

#### **The Broad Purpose.**

A highschool paper so conducted may become a powerful factor.

erful instrument in the hands of the principal in forming public interest in matters of school reform. Where the separate high school paper reaches one home, the local paper reaches twenty. The distinct high school paper reaches a class of the community; the local newspaper reaches every class of the community, and the school paper may become the weekly bulletin of educational conditions as the weather forecasts are the daily bulletins of the movements of the atmosphere. With his voice in the local paper, the principal can bring the conditions and needs of the school into nearly every home in the city. A superintendent with good judgment and a ready pen may perhaps inaugurate a new method of educational propaganda, that may once again arouse the fervor of the old district school meetings, and it seems not unreasonable to hope that intelligent views on vital educational topics may become as widely diffused as those on pugilistic encounters in the neighborhood.

## The Pithecanthropus.

Two expeditions have been organized to hunt for the remains of the half man, half ape, that is said to have been in existence many centuries before man's entrance on the globe. George Vanderbilt defrays the expense of one to go from this country under the charge of David Wallace, of New Haven. Prof. Ernst H. Jackel, the mind naturalist of Java, leads the other.

They hope to find fossil remains in Java because there Dr. Eugene Dubois, a Dutch army surgeon, found some remains that seem to naturalists to have been of a creature intermediate between ape and man. These were found in deposits of the tertiary age, a period occurring 100,000 years ago.

The theory (Darwinian) is that India Java lie in a region where the apes flourished in the tertiary age and that here man was evolved and from here has spread into other parts of the world. The chimpanzee is a descendant of this family of apes. It is supposed that among these apes there were some of superior intelligence and that they learned to use sticks and stones in the way of defence and attack instead of tooth and nail. This acquired ability they transmitted to their descendants.

This led to the growth of shorter arms and also the power to survive in the struggle of life; it led also to a development of a larger brain, a tendency to walk erect. All this required 100,000 years.

## **Secondary School Years.**

(Continued from page 451.)

more to a boy of seventeen or eighteen than to the man of twenty-three. Exercise is more efficient in securing the best results in the middle years of the ens than in the last. The proper choice of food, too, has greater value in securing soundness of health.

In the formation of correct habits that make for health, the opportunity of the fitting school is far richer than the opportunity of the college. All the sports, golf, foot-ball, baseball, are more significant on the school than on the college campus. Also in the formation of that most precious condition—good manners—the early education is more productive than the later.

The opportunity of the fitting school is great, rich, and diverse. It is a means for the formation of character, moral and intellectual. In it the body is to be nourished into permanent health, the manners are to be refined, and thru its personal and other influences of both teacher and student, the fitting school will be the greatest power for the preparation of a man for the living of that highest life which we denominate the Christian.

## Educational Outlook.

### Many Candidates for Philippine Schools.

**WASHINGTON, D. C.**—There is no lack of good material for educational service in the Philippines. Applications are coming in at the rate of almost twenty-five a day. The number of teachers to be appointed is 1,000. As there were over 1500 applicants April 1 and more have been registered since, it can easily be seen that the work is one of selection rather than of search for candidates.

Supt. Atkinson has announced that all teachers who are chosen must agree to go wherever sent. There is a disposition, which naturally cannot be gratified, to prefer Manila and the immediate neighborhood. Altho a knowledge of Spanish is not required, it is said that some preference will be given to those candidates who possess it. The general qualifications are as follows:

Applications must be either normal or college graduates. They must have had several years' successful experience in school work, and be now engaged in teaching. They must be physically sound and able to withstand a tropical climate.

As to the methods of transportation, the practice in the case of clerks has been to let them pay their own way to San Francisco. There they go on board the transports. They pay for their subsistence at the rate of one dollar a day, or about \$35 for the entire passage. Once they arrive in Manila they are reimbursed from the Philippine treasury for every legitimate expense of the journey.

### Irish Education Bill Defeated.

**LONDON, ENG.**—The house of commons by a vote of 225 to 147 has defeated a motion made by John Roche, of East Galway, providing facilities for a university education for Catholics in Ireland without restrictions violating their religious feelings. Mr. Arthur Balfour, government leader in the house, broke from all party affiliations in supporting the measure.

### "Good Friday" For a Veteran Teacher.

At noon, Friday, April 5, in the scrupulously neat upper room of a small, two-story frame house, a few blocks from the Capitol of the U. S., was witnessed the second scene of an act begun more than thirty-five years ago. The participants were Dr. W. S. Montgomery, Asst.-Supt. of the public colored schools of Washington, D. C., two associate principals, and four teachers. The principal character in the group was a woman who, notwithstanding the burden of 75 years, has a heart still young upon all matters concerning children. This veteran teacher, Miss Abby S. Simmons, occupies a unique position in the corps other than that caused by age and long service. She is the only white teacher remaining in the colored schools of the District of Columbia.

Born in old New England, a descendant of those who struggled so bravely for liberty for themselves, and were afterwards willing to share this God-given boon with other members of the human family, Abby S. Simmons, in 1864, answered the call for workers among the freedmen, and was sent by the New York Freedmen's Aid Society to Norfolk, Va. Here she labored among the poor, sick, half-naked refugees, helping them to start life afresh. By the same society she was sent to Washington, D. C., Dec., 1865. In this city she worked for three years, when the public schools for colored children were established, and the missionary teachers were "adopted" into the service.

As young colored men and women were fitted for the positions, the pioneers were transferred to the schools for white children. But Miss Simmons stuck to her first choice, and up to March 1 was at her old post, the first primary in the Lincoln school, Capitol Hill.

"In grateful remembrance of the good you have done," Dr. Montgomery presented Miss Simmons a bank book with six hundred eighty  $\frac{25}{100}$  dollars, (\$680.25) to her credit. Of this amount, the colored teachers contributed five hundred three  $\frac{3}{100}$  dollars, (\$503.03), their friends the remainder. Since the presentation small sums have been sent in to the chairman of the committee, Miss M. P. Shadd, principal of Lincoln school, and it is now hoped the much-desired one thousand dollar mark may be reached.

An oft repeated saying of Miss Simmons:

"The only monument I want is the little children."

### Must Have Money.

**ATLANTA, GA.**—Three hundred thousand dollars with which to pay the teachers of the state must be speedily forthcoming, or State Supt. G. R. Glenn will know the reason why. He has made out requisition for warrants upon the state treasury and Gov. Candler will sign these upon his return from New York as will Comptroller Wright. It matters not that the treasury is nearly empty. The money will have to be obtained some way or other. It is hoped that Gov. Candler will return with the loan of \$200,000 which he is believed by almost everybody here to be negotiating in New York.

### Growth of Syracuse University.

The new catalog of Syracuse university shows that good work in the higher education is being done up the state. The university opened in 1871 with forty-one students; to-day it has 1,613.

The department of pedagogy has been very much strengthened. It now offers fourteen courses of study. The student gains a practical knowledge of the relations existing between the departments of learning and the theory and practice of education. Among the courses offered are the following: The history of education, the philosophy of education, social phases of education, Herbartianism and Froebelianism, neurology of education, educational psychology, school and mental hygiene, school organization and management, general methodology, educational classics, special methods in special subjects, etc.

### Appreciation of Supt. Maxson.

**PLAINFIELD, N. J.**—The forty-eighth birthday of Supt. Henry M. Maxson was made the occasion of a celebration by the seventy teachers under his charge. As a token of appreciation and affection Mr. Maxson was the recipient of a handsome professional chair of solid mahogany and massive design.

Mr. Maxson is rounding out the ninth year of his superintendency at Plainfield. He came from Pawtucket, R. I., in 1892. In that time he has brought the schools to a high standard of efficiency. Several new schemes are said to be on the *tapis*—among others the introduction of a comprehensive course of industrial work, for which the proper conditions are being prepared.

Another pleasant event of the same week, in Plainfield, was the reception by the teachers of the high school to the parents of their pupils. There was effective music by the high school glee club and an address by Dr. Ellis W. Hedges, a well-known physician, upon "Right Conditions of Health for High School Pupils."

### Art Teachers to Meet in Philadelphia.

The Eastern Art Teachers' Association is to hold its session in Philadelphia, May 2-4. An interesting program has been prepared for each session. Dr. James McAlister, Miss Emily Sartain, Mr. Arthur W. Dow, Dr. Leslie W. Miller, Mr. Albert Kelsey, Mrs. Ida Gilben Myers and a number of prominent art teachers and supervisors are expected to speak. Detailed information can be obtained from the president, Miss Harriette L. Rice, 26 Benefit street, Providence, R. I.

### Cockerton Judgment Affirmed.

**LONDON, ENG.**—The court of appeals has upheld the famous divisional court decisions declaring that the school board is not justified in providing science and art classes out of the school board rates and that the auditor was justified in withholding payment.

### U. of P. May be Punished.

Unexpected opposition has been developed to the bills before the legislature at Harrisburg appropriating \$300,000 for the University of Pennsylvania. It is asserted by friends of the institution that the Republican managers are out with the University authorities because of the utterances of Bishop Henry W. Potter, of New York, who criticized local political conditions in his lectures of Jan. 9 and Feb. 22. On the latter occasion the university conferred upon him the degree of LL. D. just after he had made a scathing indictment of the party which the sovereign people of Pennsylvania has elected to keep in office.

### Roman Catholic High Schools Needed.

"The most important issue in Catholic educational work," said the Right Rev. Mgr. Conaty at the Chicago meeting of the Catholic Educational Association the other day, "is the development of Catholic high schools, which should be links between the parochial schools and the Catholic colleges. If the high school movement be overlooked or neglected, the parochial school system is in danger of becoming a feeder for the public high school and thus leading its graduates to the non-Catholic college or university."

The general feeling of the eminent speakers at this convention seemed to be that the Roman Catholic schools and colleges must bestir themselves to compete on fair terms with the secular schools; that unification must be met with unification. Such was the opinion expressed in a communication which was read from the papal delegate, Archbishop Martinelli, who admitted that we live in a day when natural values are everywhere put first and that, while Catholic education offers first and as most important supernatural value, there is no reason why it should not offer at the same time a natural value equal to and surpassing that of which non-Catholic education can possibly hope to offer.

At the second day's meeting educational legislation in the U. S. was discussed, and the present state control of schools was scored as being unfair, partial, and prejudicial to the private rights of individuals and to religious institutions. Free textbooks, the bureau of education, and the National Educational Association were discussed in connection with the subject.

### The Physical Education Convention.

More robust and sturdy than the teachers one ordinarily meets in conventions, the members of the American Association for the Advancement of Physical Education seemed capable of supporting even the heavy name of their society.

The program of Thursday morning was like the regulation newspaper article. It started in with some highly important features and ended with a collection of necessary but tiresome details—reports of officers, committees, etc. Pres. M. M. O'Brien, of the New York board of education, welcomed the delegates and told of the efforts that are now making to give a gymnasium to every new school-house in New York city. After him came the address of the president, Dr. Dudley A. Sargent. This will be printed in part in next week's SCHOOL JOURNAL as will several other of the more notable addresses.

The jollity of this gathering was such that even the business items, which succeeded the president's address, afforded food for amusement. When the treasurer, Mr. Christian Eberhard, of Boston, essayed to read his report, an ineffectual attempt was made by Dr. Arnold, of New Haven, to check the flow of statistics, but the treasurer persisted amidst a gale of laughter, giving every smallest detail in the expenses of the year.

Lunch time came and the members parted, some to the large hotels in the neighborhood of Fifth avenue, some to the more Teutonic restaurants of the immediate neighborhood. In one of these a little group of the German-Americans assembled and thrashed out a discussion of the question of temperance teaching in the schools which if it had been accurately reported would have become an educational classic. Mr. Hermann, of the state institution for dipsomaniacs at Foxboro, Mass., Dr. Arnold, of New Haven, Mr. Eberhard, Dr. Groszmann, and others took part.

The afternoon section on elementary schools was devoted largely to the subject of hygienic seatings. A full account of the proceedings will appear in THE SCHOOL JOURNAL. Supt. George E. Johnson, of Andover, Mass., was received with great enthusiasm when he presented his story of the children's games in the Andover public schools. The vacation work in especial was of a most fascinating character. Those who got a chance after the lecture to peep into Mr. Johnson's book of photographs realized that in the matter of organized sports Andover is certainly one of the leaders of the country. The boys who in a country town would naturally run wild all summer are pressed into service in the building of glorious log houses, canoes, and row boats. Instead of sneaking off to swim by twos and threes they bathe in large groups under a competent swimming master. Such schooling must be a great boon to anxious mothers during the warm months.

The address of Dr. Stuart H. Rowe, supervising principal of the Lowell district, New Haven, was another of the successes of the day. Dr. Rowe's investigations into the relations of play and gymnastics have great practical value.

In the evening Associate Supt. Schaufler, of New York, gave an exhibition of the moving pictures as shown at the Paris exposition, representing physical training, manual training, fire drills, assembly and dismissal in New York schools. This picture show was preceded by a notable illustrated address from Dr. R. Tait McKenzie, of McGill university, Montreal, on "Facial Expression of Strain, Breathlessness, and Fatigue."

The meetings on Friday were held at Columbia university. The section on Anthropometry brought out some authoritative papers from Dr. Franz Boas, of the American Museum of Natural History; Dr. H. G. Beyer, of the naval academy at Annapolis; Mr. J. M. Cattell, of Columbia university, and Dr. Edward Hitchcock, of Amherst college.

Right across the way from this meeting, crowded into a little room that would not begin to contain the enthusiasm, was the section on elementary schools, presided over by Miss Jessie H. Bancroft, of Brooklyn. After a talk by Dr. Chas. H. Judd, on "Action as a Condition of Mental Growth," Mr. Samuel T. Dutton, of Teachers college, showed how time could be found in the ordinary school curriculum for a reasonable amount of physical training. Mr. Dutton spoke with that convincing reasonableness which is one of his marked characteristics. His tribute to the William Penn Charter school, of Philadelphia, and his criticism of it, his personal observations regarding the games of city children, his record of experiences in Brookline, were all in his best vein.

Certainly the most practical paper of the morning, if not of the whole convention, was Dr. J. M. Rice's discussion of "The Waste of Time in the Teaching of the Three R's." He enforced the lesson that every teacher ought to try to impart to relatives, friends, and acquaintances outside the school system that doubling the time allotted to arithmetic will not double the acquisition of the children, but that the children who have number work eighty minutes a day, may, in a series of tests, fall below those who have the same work only forty minutes a day. The arraignment of arbitrary program-making was just and judicious.

By 11:30 a larger room had been vacated in Fayerweather hall, to which the elementary school section adjourned to listen to Dr. George Wells Fitz, of Boston, on "The Physical Examination of Children." Dr. Fitz is a characteristic New England city man, thick-set, straight, with a suggestion of athletic prowess, possessed of a deep, resonant voice—in short,

the precise opposite of the Yankee of popular imagination. He and Supt. Seaver and Dr. Sargent, all Bostonians, stood out in the meetings as examples of remarkable physical well-being.

Dr. Fitz brought to the attention of the audience a new form of spring ergograph which will be described a little later in THE SCHOOL JOURNAL, together with his practical suggestions for the measurement of children. His choice of measurements seemed to meet with general approval judging from the discussion that followed. Dr. M. P. E. Groszmann, who has given this subject perhaps more attention than any other American educator not a practicing physician, corroborated from the practical standpoint of a school-room nearly all of Dr. Fitz's conclusions. The only discordant note was when Supt. Seaver, probably in a spirit of railery, challenged the whole proceeding on the ground of *cui bono*. Why, he thought, should children's hearts be examined and the children thus made eternally fearful of dropping dead in the street. Anyway, attention to such matters is the concern of the family physician. Why should the school undertake to do superficially what really belongs to the parents to do thoroughly? It is needless to say that a talk of this sort brought down vials of wrath upon Mr. Seaver's head.

Among the prominent directors of physical education who were present and active at these meetings were Dr. Augusta Requa, New York city; Miss Le Garde, Providence, R. I.; Miss Alta Wiggin, Buffalo, N. Y.; Miss Pray, Toledo, O.; Miss Edith Hill, Woonsocket, R. I.; Miss Ada Thayer, Woonsocket, R. I.; Miss Ada T. Ayer, Syracuse, N. Y.; Miss Carne, Detroit, Mich.; Mr. Harting Nissen, Brookline, Mass.; Mr. Nils Berquist, New Brighton, N. Y.

Miss Jessie H. Bancroft, of Brooklyn, as chairman of the section of elementary schools, and Dr. J. H. Seaver, of Yale university, as chairman of the section on normal schools, were very much in evidence, as was Mr. J. Blake Hillyer, of New Brighton, who served as secretary of the convention committee and to whom the newspaper men present were indebted for many thoughtful courtesies.

### Hampton University.

HAMPTON, VA.—The thirty-third anniversary of Hampton institute was the occasion of an unusually interesting celebration. Mr. Robert C. Ogden's educational party was present, consisting of about forty well known educators and philanthropists. Among them were Walter Page, Dr. Parkhurst, Dr. Lyman Abbott, Dr. Albert Shaw, Dr. J. L. M. Curry, and Julian Hawthorne.

The Hon. G. R. Glenn, of Georgia, made a special plea for the betterment of education for the poor whites of the South, a class too often neglected in philanthropic effort.

Prof. Kelly Miller, of Howard university, as a representative of the negro race, spoke of the need of keeping the intellectual and the industrial education of the negro, both in view, making the one supplement the other.

### New England Notes.

LOWELL, MASS.—A bill has passed the Massachusetts legislature appropriating \$18,000 toward the new building of the Lowell textile school. The city has already voted \$7,000, and Mr. Frederick F. Ayer, of New York, has given \$35,000. The aggregate sum will make possible the erection of a very substantial building.

CAMBRIDGE, MASS.—The Classical club of Harvard university will present scenes from the Birds of Aristophanes, with new music by Prof. J. K. Paine, May 8 and 10, in the lecture room of the Fogg Art Museum.

DIXFIELD.—Mr. W. H. Ormsby has been elected principal of the high school, and Miss Arma Knapp teacher of the Intermediate department.

NEW HAVEN, CONN.—Yale university will receive \$750,000 from the estate of Mrs. Edna J. McPherson, widow of Senator J. R. McPherson, of New Jersey, upon the expiration of a trust that has been created by the testatrix. Under the condition of the will the income is to be used for the education of indigent students.

WORCESTER, MASS.—Prof. Edmund A. Engler, of St. Louis, has been elected to the presidency of the Worcester Polytechnic institute. He is a graduate of the Washington university, where he holds at present the position of dean of the school of engineering. He will assume his new duties September 1, remaining in St. Louis until then.

An important exhibition of pictures and statuary will be held at the Worcester art museum, May 4. Mr. Frank L. Darrah, director of drawing in Worcester schools, is chairman of a jury of four members who are passing on the works submitted.

HARTFORD, CONN.—The free text-book question has come up in the Connecticut legislature. This is the only New England state which does not furnish free books.

Don't think less of your system than you do of your house. Give it a thorough cleansing, too. Take Head's Sarsaparilla.

## In and Around New York City.

Fourteen vacation schools have been designated with the proviso that their choice does not interfere with the repairs of the buildings. In some of these buildings afternoon and evening sessions of playground work will be held. In addition thirty schools will be designated as playgrounds for two or three sessions a day. There will also be recreation pier schools, swimming baths, outdoor gymnasiums, and kindergartens. One group of supervising teachers has already been appointed; the remainder will be chosen early in May.

As was anticipated the legislature at Albany passed the charter amendment bill over Mayor Van Wyck's veto. Governor Odell signed the bill at once, and it now stands as the law of the Empire state.

The mayor's message regarding the bill was not even read in the senate.

There will be an exhibit of the work of the Ethical Culture schools at the main school building, 109 West 54th street, Thursday evening, May 2. A presentation of Milton's *Comus* by high school pupils and a pageant of "The Seasons," by Christina Rossetti, will be features of special attractiveness. At the close of the program the various rooms will be open for inspection. Admission on Thursday evening will be by ticket.

There will be general admission to the building Friday morning from nine to twelve, Friday afternoon from two to five, and Saturday morning from ten to two. There will be exhibitions of class work Friday morning with special reference to manual work, science, and art.

### The Mayor's Veto.

As was expected, Mayor Robert A. Van Wyck vetoed the revised charter. His reasons for such action were succinctly expressed in a message of about 7,000 words, which he sent to the legislature April 18.

The educational chapter came in for special reprobation. Almost every clause of it was censured. The mayor is against a centralized body, and maintains that the schools have got to be kept close to the people. He asserts that the centralized body has in reality little power of its own, and that the city superintendent is the autocrat of the whole system. The powers of the board are reduced to the appointment of a clerical force, the selection of sites, the making of leases, the appointment of janitors, and a limited control over the purchase of supplies. The board is not permitted to regulate the teaching, nor can it appoint an examiner or teacher of any kind, or a director of special branches except upon the nomination of the board of superintendents or the city superintendent. Nor has the board any control over the text-books used in the schools.

The city superintendent has autocratic powers. He issues licenses to teach and may renew the license at the end of two years if the work of the holder is satisfactory to him. He receives full reports from the district superintendents regarding their work but he need send to the board of education only "such parts of said reports as he may consider necessary or proper."

The so-called local boards, which are scattered throughout the city and consist of five members appointed by the borough presidents, a district superintendent, and a member of the board of education, are simply shadows of the former school boards, utterly devoid of substance and authority. These boards can industriously find all manner of fault with the educational system and its teachers and make recommendations to the board of education without limit, but they cannot act in so simple a matter as transferring or excusing a teacher within their own districts, except with the approval of the board of superintendents. Nor can they pass on a complaint against a teacher until it has first been reported upon by that teacher's principal.

### Error Taught In Schools.

A talk upon the question of scientific teaching of temperance in the schools was given by Prof. W. N. Rice, of Wesleyan university, at the New York East conference of the Methodist Episcopal church, April 13. In opposing a resolution which favored the present state law in Connecticut, Prof. Rice said that while he appreciated the evils growing out of intemperance and the necessity of warning children against them, he objected to the Connecticut plan as unscientific and illogical. The books used contain the most extravagant statements. They say that in insane asylums about one half of the inmates are committed because of indulgence in alcoholic stimulants. They also state that more persons become insane thru the use of tobacco than thru the use of liquor. Such statements make one wonder where the victims of other kinds of indulgence, of paresis and religious fanaticism come in. Temperance teaching that runs to the scare crow style cannot properly be called temperate.

### Entire Faculty is Out.

A full meeting of the executive committee of the council of New York university was held Tuesday, April 23, at which it is reported, the decision was made to demand the resignations from the School of Pedagogy, of Profs. Frederick Monteser L. E. La Feta, and Dean Edward R. Shaw. If their resignations are not forthcoming before the annual meeting of the

council, May 6, it will be recommended that these chairs be vacated.

It is not of course understood that the removal of the entire faculty means the engagement of a new corps of instructors. On the contrary it is believed that the present dean and his two associates will be urged to remain in the school, tho a new dean will almost certainly be elected. Indeed Chancellor MacCracken is quoted in an interview as saying: "We purpose to secure a new administrative officer in place of the present dean. This does not mean that Mr. Shaw will not be invited to remain in the school as a professor."

### Holidays of Jewish Students.

Pres. Seth Low, of Columbia university, has received a letter from the secretary of the union of orthodox Jewish congregations of the U. S., enclosing a list of Jewish holidays, and requesting that college examinations be so held that they will not coincide with these days. It is pointed out that several examination days conflict with holidays in this year's program. Pres. Low has promised that so far as possible these conflicts will in future be avoided.

### Vaccination Not Enforced.

Prin. Calvin E. Patterson, of the Girls' high school, Brooklyn, issued an order April 10 that all pupils who had not been vaccinated within the year must not attend the school until after proper vaccination. But such was the storm of indignation that broke over his head that the order had to be rescinded. The cause of edict was the presence of small-pox in the family of one of the pupils of the school.

### Educational Council Meeting.

The April meeting of the New York Educational Council was held at the School of Pedagogy, Saturday, April 20. The subject for discussion was "Normal and Abnormal Methods."

Dr. A. C. McLachlan, of the Jamaica, Long Island, normal school, was the first speaker. He said in part: A defence of the normal schools seems at this time to be somewhat needed. There has been perhaps a little disillusionment in many quarters. Results of normal training are not so good as enthusiastic advocates had predicted. The teachers turned out do not prove to be of high class.

The general reply that must be made to such accusations is that very few people can by any conceivable plan of training be made into first-class teachers. Fine scholars frequently lack disciplinary power: they are neurasthenic, perhaps, lacking in warm red corpuscles. Good disciplinarians often prove to be absolutely incapable of intellectual advancement beyond a certain point; and there are those who by nature are weak in discipline and weak in scholarship, yet who have marked natural ability for teaching, since whatever little they get they are promptly impelled to give. A person who combines scholarship and disciplinary power, and teaching ability is rarely found. The normal school deserves reprobation if it turns out many very poor teachers, but it must of necessity graduate a great many who are only second class.

Now a very common criticism is directed against the teaching of methods in the normal schools. It is said that teachers are stuffed with methods to the injury of their personality. This is nonsense. A personality that is so tender it will be hurt by application of a few sound pedagogical principles is not worthy to survive.

Take any good pedagogical principle, as for instance, Proceed from the concrete to the abstract. By use of specific examples and illustrations that idea can be drilled into a class of a thousand people, everyone of whom will go into a schoolroom and employ it in a way consistent with her own personality. This means no "ensnaring of the personality in the meshes of method;" it is really a step in the direction of freedom.

The only danger lies in the half application of the principle. Proceed (from *procedo* to walk forward) does not mean to stand still in the region of the concrete. The entire sense of the principle must be grasped. Too long continued use of the concrete will lead to arrested development, or, as some one has wittily put it, long use of blocks will result in blockheads. The sign must presently take the place of the thing. The mind craves the rapidity of abstraction. The symbol is an instrument of economy.

These general ideas, axiomatic principles of education are the substance of which good methods are made. "Proceed from the easy to the difficult, at first by slow steps, later with seven-league boots." In the words of a celebrated surgeon who was to perform a critical operation: "There is no time to lose; therefore, do not hurry." Teach one thing at a time. Do not follow the example of the boy in the well known English story, who in trying to catch a goose from the flock chased first one, then another until, exhausted and breathless, he gave up the goose. He should have run one fowl down at all hazards, and no other. The educational goose must be run down. Supply food to the mind in the right order of presentation. Intellect, memory, imagination, reason, must be successively appealed to as the child grows in years. The cry nowadays is, make children think. Such a demand produces abnormal methods. Memory work is easier for children, thinking for adults. Take, for instance, the explanation of the processes of long division in the fourth grade. It is all wrong. Let the

child learn to do long division. Obey the laws of periodicity. You cannot make the sun rise sooner by getting up early.

It will probably be granted as truth that adherence to such large pedagogical conceptions as the above is a prerequisite to normal methods. The question of imitation of a specific method in all its details and ramifications is harder to solve, yet this one thing must always be kept in mind: crude application of one's own methods will often be found inferior to intelligent imitation of those employed by some one else. In especial the advice to look over everybody else's methods that have ever been devised and to select from these a bit here and a bit there, is dangerous in the extreme. One of the most important things in method is a certain logical consistency. Your method need not be original, but it must not look like patch-work.

#### OTHER OPINIONS.

Supt. Charles W. Deane, of Bridgeport, Conn., followed Dr. McLachlan, making the point that miserable methods are often founded upon the soundest of principles. Most people do not really understand the great truths they accept and consequently slip up in the application of them. There ought in every normal school to be discriminating drill in the application of principles. This will come to pass only when the quality of normal school teaching has been very much improved. At present most of the teachers in normal schools do not know enough themselves about methods in their special subjects to teach them to anybody else. It ordinarily happens that the principal of the school and the professor of methods are the only ones who know anything about methods. The other teachers are apt to be young persons fresh from college, brought in because of their knowledge of certain subjects.

There was some slight discussion of the talks of the morning, followed by the announcement from Pres. Shear that the next meeting will be held May 18, and that Mr. Frank A. Hill, secretary of the state board of education in Massachusetts will speak on the subject, "The Illegitimate Burdens of the Teacher." This is a fruitful subject and ought to draw a large audience, more especially of woman teachers who do not as a class avail themselves of the privilege of attending council discussions.

## Educational Affairs in Chicago.

#### Conundrums in the School-Room.

Novel advice was given the members of the Cook County Teachers' Association, Saturday, by Charles R. Barrett, superintendent of the Chicago Athenaeum, regarding the enlivening of the present methods of teaching. He urged that conundrums be told to the pupils during class work on the ground that humor brightened and quickened the mind. He said that pleasant stories would do much to open the brain cells, and that teachers need not fear a loss of dignity by telling new conundrums. Mr. Barrett told one conundrum which rather shocked some of the teachers present. He guaranteed that the conundrum would "brighten up" the pupils: "When does lettuce blush?" "When it sees the salad dressing."

Mr. Barrett said that teachers should not drink, chew or smoke. "Teachers should educate their pupils to a regard for personal appearances," he continued. "Ask a boy why he wears a collar two sizes larger than his shirt or why he wets his hair before combing it. Never be prosy in the class-room. Read a newspaper and talk about the topics of the day."

County Supt. Bright spoke to the teachers later and advocated a consolidation of the country schools.

#### Regular Substitute Corps.

Supt. Cooley's recommendation for a regular staff of substitute teachers was adopted by the Chicago board of education at its meeting, April 17. Hitherto substitutes were obtained anywhere and anyhow and sometimes not at all, and the cost to the board of education was about \$35,000 a year. Mr. Cooley will now appoint five substitute teachers for each of the fourteen school districts, who will be assured of at least half pay, and who will be promoted to the regular corps of teachers according to the quality of their work.

#### High School in a Barn.

The board of education has adopted a new plan for housing temporarily the 1,100 pupils of the West Division high school, who will have to vacate the present building in June. A two-story barn, 250 feet square, has been rented from the Chicago Union Traction Company. This is to be equipped at a cost of \$15,000 and the pupils will be accommodated until the new high school, to cost \$250,000 is completed. The old school was surrounded with hospitals and its location became in consequence very undesirable. Consequently when the College of Physicians and Surgeons offered to buy the land and the building, the board of education accepted the proposition without making provisions for the accommodation of the pupils. Work on the new school has not yet been begun.

#### Pension Bills.

Members of the Chicago Teachers' federation have abandoned hope of getting the amendatory compulsory school pension law passed by the legislature. All efforts will be made to prevent hostile legislation. The Moran bill which makes contributions to the pension fund optional has been reported

from the education committee and may be rushed thru unless those in favor of a compulsory law make strong opposition. It is more than likely that the old law will remain in force. The engineers and janitors of the public schools are urging the passage of the Kettering bill, which separates their pension fund from that of the teachers.

#### Last Month's Enrollment.

The total enrollment of pupils in the public schools for March was 252,834. The actual membership on the last day of the month was 219,768. Of this number 216,364 were studying vocal music; 196,099 drawing; 34,339 German; 8,033 Latin; 14,388 manual training; 3,987 cooking; and 5,185 sewing.

#### Commencement Exercises.

Strenuous efforts are being made by some of the high schools to get the board of education to make exceptions to its rule prohibiting commencement exercises in other than the school assembly halls. Hyde Park wants to use the auditorium but many protests have come from parents who complain that they cannot afford to dress their children for such an occasion. They also charge that their children were virtually forced to vote for the auditorium proposition because of the hostile criticism of children of wealthy parents. The board of education was almost tempted to grant the request of the Hyde Park high school but finally postponed the matter to May 1.

#### Kindergartens for Poorer Districts.

Supt. Cooley has been sustained in his position that the poorer quarters of the city ought to have first choice in the establishment of kindergartens. The issue was raised by a proposition from residents of Roger's Park to equip a kindergarten at their own expense if the board would pay for the teacher. In accordance with Mr. Cooley's wishes the board, after a stormy discussion, downed the proposition by a vote of 9 to 5.



## Interesting Notes from Everywhere.

**SAN FRANCISCO, CAL.**—The rule of the board of education that teachers afflicted with tuberculosis or offensive catarrh shall not be permitted to teach in the schools is going to be enforced, as far as it is possible, during the next school year, and the school directors will ask the help of the board of health in examining suspected cases.

**MACON, GA.**—Mr. Jere M. Pound has been elected superintendent of Macon City and Bibb county schools. An essential part of the competition, which was an open one, was the writing of an essay on the subject, "The Relation of the Superintendent to the System of Education." Mr. Pound showed up very strongly in his essay and really won on account of it.

Mr. Pound has for the past fourteen years been president of the Gordon institute, at Barnesville, Ga.

**MILWAUKEE, WIS.**—A resolution has been introduced by School Director F. N. Harbach providing for the appointment of an additional superintendent of schools, to take up a portion of the detail work which Supt. Siefert is now obliged to carry.

**HERKIMER, N. Y.**—The spring meeting of the Tri-County educational council, representing Fulton, Herkimer, and Montgomery counties, was held April 12-13, presided over by Mr. A. J. Merrill, of Herkimer. Among the addresses were "School-room Decoration," Supt. A. W. Abrams, Ilion; "High School Courses and Pupils," Inspector Charles Newell Cobb, University of the State of New York; "Physical Training in Public Schools," Supt. F. W. Jennings, Johnstown; "School Athletics," Prin. S. F. Herron, Canajoharie.

**BUTTE, MONT.**—Arbor day was celebrated by a grand outing of all the children at Columbia Gardens, the entire expense being borne by Senator W. A. Clark. Supt. R. G. Young served as general manager.

**HARRISBURG, PA.**—The general appropriations bill will shortly go before the Pennsylvania legislature. It carries an item of \$11,000,000 for the public schools of the state.

**WATERTOWN, N. Y.**—Supt. Tisdale has been instructed to send out a letter to all architects who wish to compete with plans for the new city high school, to cost \$85,000. The study hall plan will be adhered to.

**TRENTON, N. J.**—An appointment of the legislative grant of \$2,250,000 for the schools of the state has been made. The money is divided among the counties on the basis of their ratables, except that a small amount is taken from Essex and one or two others of the larger counties to assist some of the rural counties where the ratables are not so high in proportion to the number of children.

**ALBANY, N. Y.**—The Hudson River Schoolmasters' club will hold its tenth meeting at the Albany academy chapel, April 20. Pres. Elmer H. Capen, of Tufts college, will be the guest of the occasion.

**ROME, N. Y.**—An eye test has been completed by Supt. Hood in three of the schools. In one school twenty four per cent. of the children were found to be defective, ten per cent. being bad cases.



## A Century of Science.

John Fiske's *A Century of Science* is a collection of addresses and essays, of which the title of the first gives the volume its name. No man now living in this country is better qualified to write a summary of the science of the nineteenth century than is our author. Among these fourteen papers are discussions of *The Doctrine of Evolution*, *The Part Played by Infancy in Man's Evolution*, *Liberal Thought*, and several biographical sketches, of which perhaps that of Edward Livingston Youmans is the most interesting and important.

No ordinary review of this collection of papers can be adequate, for to those who are competent to judge it has long been clear that Professor Fiske is one of those great philosophers who must be heard in their own language; and space forbids many lengthy quotations. The world has in John Fiske a scientist, a historian, an orator, a stylish and original thinker. Every subject he touches, he both enriches and interprets. He is a specialist in more departments of thought than most scholars would care to consider even within the range of their interests, not to say of their peculiar knowledge. He is even broader in scholarship than Herbert Spencer, whose apostle he has long been on this side of the ocean. He has the singular power also of preserving constantly in all his speech and writing, the atmosphere of genial common sense. His humor is never satire. There is neither unpleasant egotism nor equally unpleasant self-depreciation in the autobiographic features of these essays and orations. We have in these pages the poise and the power, the confidence and the catholicity of a master.

In a review of Professor Fiske's "Dutch and Quaker Colonies," which was published in THE SCHOOL JOURNAL of October 28, 1889, I said of him, that he is "the foremost historian of his own generation in America. He himself says in the admirable review of the work of Francis Parkman which is included here that "in the making of a historian there should enter something of the philosopher, something of the naturalist, something of the poet." In his own making have entered the painstaking of the scientist, the breadth of the philosopher, and the humanity of the poet.

The fourth essay displays with historical fidelity and impersonality the story of the development of the theory which is Fiske's original contribution to the doctrine of evolution: viz., the length of the human creature's infancy is the effect of his greater potentialities of intelligence and the cause of the family relations. This essay sustains the thesis that man is the end of creation, the final good of the cosmic process. "The doctrine of evolution destroys the conception of the world as a machine. It makes God our constant refuge and support, and nature his true revelation: and when all its religious implica-

tions shall have been set forth, it will be seen to be the most potent ally that Christianity has ever had in elevating mankind."

Another of the great essays in this volume is that on the origins of liberal thought in this country. "Compared with the mass of men, it is only a few minds that have learned to regard absolute freedom of thought as something to be desired" . . . "In this broad universe of God's wisdom and love, not leashes to restrain us are needed but wisdom to sustain our flight."

With another brief quotation, this to show the large philosophy of our author, I end the major part of this criticism of a fine volume. "The difficulty with the French régime in America" was not in the individuals but in the system; not in the units, but in the way they were put together. For while it is true—that many people do not know it—that by no imaginable artifice can you make a society that is better than the human units you put into it, it is also true that nothing is easier than to make a society that is worse than its units.

We have in Prof. John Fiske a man who has commanded the attention of the thinkers of Europe, whom Herbert Spencer has made his American representative, and whose place in science, philosophy, history, and literature is secure. I know of no other American now living who is to be ranked with him. But he is the last of his kind, nevertheless. For one fails to find in even his large philosophy of life any knowledge of the greatest science which the doctrine of evolution has given to the world, sociology. Without this knowledge no future historians will get bearings, for sociology interprets the causes of the rise and fall of nations with the same confidence which characterizes biology in its explanation of the origin of species, and the readers of history will demand in all later generations even larger views and even more systematic interpretations than those of John Fiske.

The bookmaking in type, paper, binding, and finishing is as admirable and delightful as the bookmaking in content, thought, and style. (Houghton, Mifflin & Company. Cloth. 12mo. Gilt top. \$2.00.)

W. E. C.

*Your Uncle Lew* is a novel by Charles Reginald Sherlock which reveals the history of the Cardiff Giant, a humbug which created a great commotion nearly fifty years ago; it is, however, as an incident in the story that it appears. It is a curious fact that many men of science admitted the genuine character of the Giant, among them Professor Hall, then state geologist for New York. The account of the Giant appears in Chapter VIII. This novel is destined to be a fellow-voyager in the sea of literature with "David Harum," and may prove as exceedingly popular as that remarkable story. The scene is laid in Central New York and the quaint language employed by the farming people of that section is correctly reproduced. Uncle Lew is another of those characters that the public seem just to have discovered. And in no part of the country do they exist to such perfection as in this section. We have followed Uncle Lew thru the various scenes portrayed and find him "great" in all. He visits the Cardiff Giant and gives his opinion; the scene is very interestingly portrayed. The doings and sayings of this rural character are well worth reading. (Frederick A. Stokes Company, New York.)

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## Interesting Notes.

### An Aluminum Transmission Line.

The Niagara Falls Power Company has about completed its second power transmission line between Niagara Falls and Buffalo. The new line parallels the old line as far as Tonawanda, where it diverges and runs over a new right-of-way to Buffalo. It possesses special interest because of the fact that the new cables are made of aluminum. The three phase current is transmitted by three cables, each composed of thirty-seven strands. The old line consists of six copper cables, each of which has nineteen strands. One advantage gained in the use of aluminum is that the cables being so much lighter, the span between poles, which in the old line is about 75 feet, averages 112 1-2 feet in the new line. On the completion of the aluminum line, the voltage of the current that is transmitted will be raised from 11,000 to 22,000 volts. When the line was first built, the electrical plant was designed with a view to this doubling of the voltage whenever the time was ripe to carry it out, and hence no material changes will be necessary.—*Scientific American*.

### Life Guards.

The Life Guards are two regiments of cavalry forming part of the British household troops. They are gallant soldiers, and every loyal British heart is proud of them. Not only the king's household, but yours, ours, everybody's should have its life guards. The need of them is especially great when the greatest foes of life, diseases, find allies in the very elements, as colds, influenza, catarrh, the grip, and pneumonia do in the stormy spring months. The best way that we know of to guard against these diseases is to strengthen the

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### "Blood" and "Sulphur" Rains.

Southern Europe is often visited by a red sand storm. Only last week the peasants of Sicily, Italy and Western Austria were frightened by the falling of "blood-rain." The color of the rain may have been caused by the presence of large quantities of red sand lifted from the Desert of Sahara or, what is more likely, by a scarlet seaweed that is often picked up by the wind from the North Coast of Africa and dissolved in the clouds. This latter curious process actually colors the rain drops so red that objects upon which they fall are stained.

In Norway and Sweden and Northern Canada, in the spring of the year, yellow or "sulphur" rains often fall. These countries have vast pine forests. When the trees are in bloom, over thousands of square miles the pollen of the flowers is sometimes whirled up by wind. This dissolves in the moisture of the clouds and tints the falling drops yellow.

### The White Rhinoceros in Africa.

We have all heard of white elephants, but few know that there are also in existence white rhinoceroses, constituting a distinct species. These are almost extinct, and probably not more than a dozen or so are left. The *Revue Scientifique* prints an account of a recent meeting with a small herd of these animals in Natal. Fortunately they are strictly protected by law and, fortunately also, the party that met the animals included the governor of the colony, otherwise the species might have been now more nearly extinct than ever before, for hunters are not very scrupulous in such matters.

### King Edward's Income.

King Edward, it appears, demands an income considerably in excess of what Queen Victoria received. The late queen had \$1,950,000 from the civil list, but King Edward will ask for \$2,950,000, in consideration of the size of his household. The civil list, as a London paper explains, represents a surrender on the part of the crown of its rights in the crown properties. George III, who was the first sovereign to give up these rights to the nation, received

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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a civil list of \$4,500,000 at one time and yet went into debt over \$15,000,000, which parliament had to pay. The crown lands fell off in value, however, so that when Queen Victoria came to the throne the surplus revenues only amounted to \$900,000. The queen, however, was granted a civil list of \$1,925,000, the properties improved in value, and now the surplus revenues amount to \$2,250,000, so that King Edward may feel he is only asking for his own when he asks an increase in his civil list, since the revenues warrant it and his establishment is naturally more costly to maintain than Queen Victoria's.

### Mississippi Chooses a State Flower.

The vote of the public school children of Mississippi for the selection of a state flower has been counted, and the result is a victory for the magnolia. The question was submitted to all the public schools and some 25,000 children voted. The cotton blossom was second in favor. The secretary of state will submit the vote to the legislature, which will take official action, and declare the magnolia the state emblem.

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**Career and Character of Abraham Lincoln.**

The Edinburgh address by Joseph Choate, ambassador to Great Britain, on the career and character of Abraham Lincoln—his early life—his early struggles with the world—his character as developed in the later years of his life and his administration, which placed his name high on the world's roll of honor and fame, has been published by the Chicago, Milwaukee & St. Paul Railway, and may be had by sending six (6) cents in postage to F. A. Miller, General Passenger Agent, Chicago, Ill.

**The "Soo" Canal.**

The report of traffic through the Canadian ship canal at Sault Ste. Marie shows an unsatisfactory situation from the Canadian point of view. There was a large falling off in traffic over last season. Even Canadian vessels prefer to take the American canal, which offers better facilities. The Canadian authorities are deepening the canal on their side in the hope of securing more traffic.

**Curious Use of the X-Rays.**

A curious experiment with Roentgen rays was made in the post-office at Buenos Ayres, Argentine Republic. In the incoming mail were about eighty parcels directed to importers of jewels, which were supposed to contain watches and diamonds. The importers protested against the opening of the packages and refused to pay duty, but the post-office officials were obdurate and finally exposed the suspected packages to the light of the X-rays, which showed that all the packages contained valuable jewelry, such as watches and diamonds. The importers were then compelled to pay duty or forfeit the goods.

**San Francisco and Return, \$67.**

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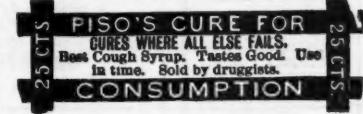
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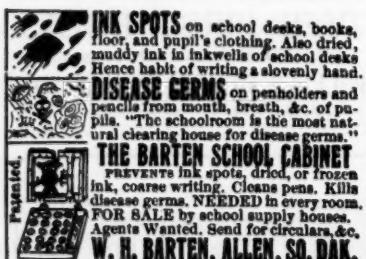
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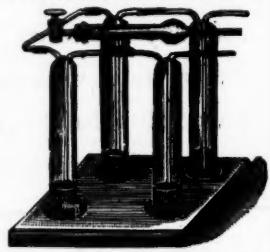
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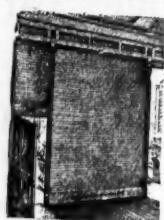
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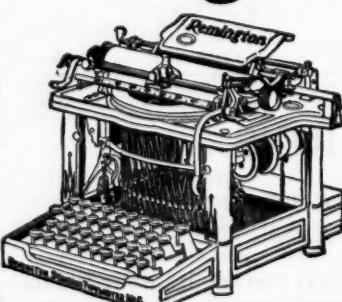
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